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ABSTRACT

This health education guide for the elementary grades focuses on students' acquiring information on growth and development, interacting with people and ideas, and decision making. The program enables students to acquire accurate health information and gain experiences contributing to attitudes, values, and responsible health practices. Each student should understand how attitudes and values help individuals to make decisions relating to personal health and how these decisions affect the individual and society. Learning activities are suggested for each grade level, and lesson plans with reproducible classroom materials are provided. Some suggestions for gifted or highly motivated students are included, as well as learning activities for students with special needs. Suggested evaluative activities are included in some portions of the guide to provide feedback to students as well as the teacher. In the appendices there are sample letters for every grade level that may be sent home to parents. (JD)

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Health Education Instructional Guide [K-6]

Office of Instructional Services/General Education Branch • Department of Education • State of Hawaii
RS 83-4412 (Rev. of RS 82-2890) • May 1983

The Honorable George R. Ariyoshi
Governor, State of Hawaii

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FOREWORD

Educators and parents play a vital role in helping young children to understand the growth changes in their bodies and to assume increasing responsibility for their own health as they mature. In the elementary school years, the primary focus in health is on acquiring information on growth and development; interacting with people and ideas; and decision-making.

This curriculum guide develops such skills as values awareness, inquiry, problem-solving and decision-making related to preventing illness, injury or harmful behavior. Providing facts about health is only a small step toward helping students to achieve maximum well-being. Students need to become aware of values which influence not only their own behavior, but also that of others in the society in which they live.

Schools share with parents and the community the responsibility for educating young people so that they become healthy, self-confident individuals. Effective implementation of this curriculum guide will contribute to our students assuming responsibility for the promotion, protection, and improvement of their health and the health of their family and community throughout life.

Dr. Donnis H. Thompson
Superintendent

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HEALTH EDUCATION PROGRAM OVERVIEW

PURPOSE OF GUIDE

The purpose of this Guide is to assist school staff in implementing a meaningful curriculum in health education for kindergarten through grade six. Positive health attitudes, values and practices can be emphasized in ways which will have influence throughout life.

DEFINITION OF HEALTH EDUCATION

Health is defined by the School Health Education Study as "a quality of life involving social interaction and interdependence among the individual's physical well-being, his/her mental and emotional reactions, and the social complex in which he/she exists."[1]

Health education is the sum of those academic and social-personal experiences which contribute to an individual's achieving good health and a feeling of personal well-being. The implementation of the health education curriculum contributes to the experiences which each student encounters through the pre-adolescent years.

"To educate in health is to equip the individual with the concepts and behaviors fundamental to sound and consistent decisions and choices that tend to promote her/his well-being and that of the family and neighbors."[2]

GOAL

Through a developmental health education program, each student will acquire accurate health information and gain experiences contributing to attitudes, values and responsible health practices; each student will understand how these help the student make decisions relating to personal health and how these decisions affect the individual and society.

---

[1] School Health Education Study, Minnesota Mining and Manufacturing Co., St. Paul, Minnesota, 1972.

[2] Oberteuffer, Delbert and Others, School Health Education, Harper and Row Publishers, New York, 1972.

CONCEPTS

The concepts in this guide are those of the School Health Education Study and incorporate three key concepts: Growing and Developing, Interacting, and Decision-Making. They have been rearranged and sequenced for grades K-3 from the simple personal "Who Am I" objectives to more complex ones. For grades 4-6 the concepts have been rearranged at designated grades. See the Relationships on page 4. The individual School Health Education Study guides may be used for greater detail.

OBJECTIVES AND LINKAGES

Many of the concepts and objectives in this Guide are closely linked to those in other Guides; guidance, social studies, science and physical education. Language arts, mathematics, music, art and drama activities may also be used to achieve the health objectives.

For an interdisciplinary approach, teachers involved in various disciplines may plan together to identify common objectives and ways these might be met. The common links are the Foundation Program Objectives.

Time constraints in meeting all objectives make it imperative to first identify student needs so that those objectives which help to meet the identified needs can be selected.

Student needs can be identified through data available to teachers in various records such as Forms 13 and 14. More current and meaningful, perhaps, are needs shown through the use of value clarification strategies and other strategies together with teacher observation of student behavior.

INQUIRY PROCESSES (Levels of Learning)

Experiences contributing to health concept development in this guide involve inquiry processes through which a student is able:

1. to know how to acquire facts (cognitive skills);

2. to recognize how attitudes and values are developed and changed (affective skills);

3. to make decisions and act on the decisions (affective skills);

4. to assume responsiblity for his/her health and safety (affective skills).

The teacher facilitateslearning by asking questions and helping to motivate students to progress from simple levels of acquiring factual information to more complex experiences through which a student feels personal involvement and commitment to protecting his/her health.

LEARNING ACTIVITIES

These learning activities are suggestions only; teachers are encouraged to devise other relevant activities to meet subobjectives. Some suggestions for gifted or highly motivated students are included. Activities for students with special needs may be selected from these or from other guides such as the Central District project on Comprehensive Health, P.L. 95-561, Title IV-C, 1981, for learning disabled youngsters in grades 3-8.

EVALUATIONS

Suggested evaluative activities are included in some portions of the Guide. These will provide feedback to students as well as to the teacher. Where possible, the teacher should plan additional diagnostic/evaluative measures.

FEEDBACK

Teachers are urged to share their creative strategies and to make comments and criticisms about this Guide to their district educational specialist through their principals.

PARENT INVOLVEMENT

In the APPENDICES there are sample letters for every grade level that may be sent home to parents. The idea for this correspondence to parents comes from the "Pierre the Pelican" series of the Children's Mental Health Branch, Department of Health.

Another letter that may be sent prior to instruction deals with controversial units, such as sex education (e.g. page S-9). It is recommended that parents be informed at least 2-3 weeks prior to instruction. Parents may then contact the school for more information about the unit or may request that the child not participate in the unit because of some objection.

RELATIONSHIP OF SCHOOL HEALTH EDUCATION STUDY (SHES) CONCEPTS TO THIS GUIDE BY GRADE LEVELS

SECTION	SUGGESTED GRADE LEVEL	TEN CONCEPTS (SHES)
Level I I - Who Am I? III - My Responsibility for My Health Level II I - Growth and Development	 K 1 4	...Growth and development is influenced by the structure and functioning of the individual. **1**
Level I I - Who Am I? Level II I - Growth and Development	 K 4	...Growing and developing follows a predictable sequence, yet is unique for each individual. **2**
Level I VI - My Role as Part of a Community and Community Health Level II III - Community Health and Health Career Awareness	 2 4	...Protection and promotion of health is an individual, community, and international responsibility. **3**
Level I VII - How My Environment and My Behavior Affect My Health and Safety Level II V - Safety and Environment	 2 or 3 4	...The potential for hazards and accidents exists, whatever the environment. **4**
Level I VII - How My Environment and My Behavior Affect My Health and Safety Level II V - Disease and Environment	 2 or 3 5	...There are reciprocal relationships involving humans, disease, and environment. **5**
Level I II - My Family and I IX - Life Continues Level II VI - Family Relations and Health	 K 3 5	...The family serves to perpetuate humans & to fulfill certain health needs. **6**

SECTION	SUGGESTED GRADE LEVEL	TEN CONCEPTS (SHES)
Level I III - My Responsibility for My Health	1	...Personal health practices are affected by a complexity of forces, often conflicting. **7**
Level II IX - Conflicts in Applying Personal Health Practices	6	
Level I VI - My Role as Part of a Community and Community Health	2	...Utilization of health information, products, and services is guided by values and perceptions. **8**
VII - How My Environment and My Behavior Affect My Health and Safety	2 or 3	
Level II III - Community Health and Health Career Awareness	4	
VII - Health Values and Their Influence on Health Behavior	6	
Level I IV - How People Cope with Moods	1	...Use of substances that modify mood and behavior arises from a variety of motivations. **9**
VIII - Why People Do or Do Not Use Coffee, Tea, Tobacco and Alcohol	3	
Level II VIII - Drug Education - Alternatives to Substance Abuse	6	
Level I V - Eating Right for Living Well	2	...Food selection and eating patterns are determined by physical, social, mental, economic, and cultural factors. **10**
Level II IV - Foods for Health	5	

PREPARATION FOR INSTRUCTION

The format of the Guide appears simple. However, it is extremely important that the teacher receive sound training. Since many of the activities and exercises require special teaching skills and experience, a teacher may need to be clear about what is being attempted, as well as to increase sensitivity in the area of student needs and the community's concerns. Above all, the teacher may need to become more comfortable with the specific health subject areas, while acknowledging his/her limits and need for assistance in areas outside his/her expertise and experience.

To assist teachers in effectively implementing the ideas of this Guide, a few teaching strategies are presented here:

CLASSROOM DISCUSSION MODEL

The basic rules governing this type of sharing are:

1) Only one person shares at any given time in the discussion.

2) Each member is encouraged, not corrected, to share under an equal time format.

3) Sharing and not sharing are seen as equally "OK".

4) Non-judgmental acknowledgment of each member of the class participating is promoted (e.g. Okay, all right, Fine).

5) Listening is appreciated and acknowledged.

6) "Put-downs" of any member participating are discouraged and handled immediately and appropriately.

7) Each person will stay in his/her place during discussion.

Three possible forms this type of discussion can take are the Simple Circle, Fishbowl Circle, and Empty Chair Circle.

The Simple Circle consists of 8-12 members sitting in a circle on chairs (or if appropriate, on the floor).

The Fishbowl, as it's name implies, consists of an inner small circle of 6-10 members plus an outer circle of 10-12 members. The inner circle discusses the topic while the outer circle observes the discussion and the latter shares their feelings and thoughts with the whole group concerning what they noticed while sitting and observing the members in the inner circle as well as what they noticed about themselves in the outer circle.

The Empty Chair, also a circle, consists of 8 to 10 chairs of which 7 to 9 are occupied by students and teacher/discussion leader. The remaining empty chair is for anyone in the rest of the class to use to ask a question or express a thought or feeling pertaining to the discussion. If this person chooses to remain in the group, the person to his/her right leaves his/her chair and becomes an observer with the rest of the class. This discussion tool works well where a teacher's aide or parent is present to assist the rest of the class in their task as observers. In the K-1 group, the children observing the discussion circle can be given drawing materials and asked to create pictures about what they are observing. When initiating any of the circle formats, the teacher/leader should be aware of the following critical elements.

1. Structuring

   Let students know how they will be working; which rules are in effect and what they can expect from the teacher/leader in the form of a participating evaluation.

2. Determining Focus

   Identify specific topics; phrase the discussion topic or question (i.e., express it in the form of a personal statement or a thinking or feeling question) and create a safe environment that makes the topic relevant and non-threatening for the student.

3. Alert Listening

   Model good listening by attending fully to each student as he/she speaks, while being alert to the signals from other students who want to speak. Listen for things that need clarification; then let the person speaking know that you do not understand, without implying that he/she is being stupid (e.g. "Could you say or tell us more about that?").

4. Acknowledging

   Verbally or non-verbally recognize each student who shares, as well as those who listen attentively. Acknowledge students for sharing their personal experiences and feelings without disturbing the flow of the interaction.

5. Sharing Leadership

As students become familiar with the circle groups, allow them to share more of the leadership by remaining less and less directive in each successive section, as well as inviting students to ask questions of the student who is speaking.

6. Regular Refocusing and Reviewing

When digressions occur or there is a shift in the topic or just at regular intervals, bring the topic back to the original subject without "put-downs" (e.g. "Okay, students, let us see what has been said so far," or, "Yes, now, it seems as though we've changed the original topic a bit."). Also, when there is a lull or after three or four students have shared, ask for a review or review yourself, what has been shared as a means of recognizing those who spoke and encouraging other students to share what they are feeling.

7. Using Likeness and Contrast

Let students see that people have similar feelings and that also there are differences. The leader should also encourage students to be ready to notice these differences and likenesses (e.g. "Does anyone see any differences or likenesses in what was said by so and so and so and so in the last two minutes?")

8. Post Dialogue

Relate the feelings and experiences shared to the topic or question and encourage students to discuss what they have learned in the particular section being covered.

9. Discipline

Common sense and personal judgment about handling disruptive behavior are needed. Accept the feelings but not the behavior. Avoid reinforcement by giving little attention to the disruptive behavior (e.g. touch the disruptive student while continuing to be attentive to the student who is speaking). Deal directly and firmly with the persistent disruptor and if necessary, have child remove him/herself from the group to another place in the classroom where he/she can be alone for a short while.

INQUIRY METHOD

The inquiry teaching strategies are intended to help students to develop their repertoire of problem-solving processes that are useful in dealing with a wide range of problems.

Gus T. Dalis, Norman B. Eisen, and Stuart E. Gothold in Strategies for Coordinators (MacMillan Educational Services, Inc., 1971) state:

> "By using such questions as the following, teachers both demonstrate and cultivate the skills of inquiry:
>
> 'How did you feel about . . .?'
>
> 'Did you choose that of your own free will?'
>
> 'Would you do . . . again, if you could?'
>
> 'What do you mean by . . .?'
>
> 'What do you feel are the consequences of your idea?'
>
> 'What other possibilities are there?'
>
> 'Is this your personal opinion, or do you feel that everyone should agree?'
>
> 'Can you think of instances when people would feel differently from you? When?' "

One limitation of the inquiry method is the time and practice required to develop the proper skills. Also, the teacher must have a keen eye for when the skills are being used in order to encourage and reward the behavior.

VALUING

In seeking to help each individual become a self-fulfilling, fully-functioning person, many teaching strategies aimed at developing an awareness of one's own and others' values have been incorporated in classroom instruction. These should be inter-related in the various subject areas comprising the elementary curriculum. Teachers, when utilizing valuing strategies, should be aware of their own values, to refrain from imposing their values and at the same time accepting the sharing of values which differ from theirs.

Values awareness involves a process of continually analyzing and clarifying one's own values in order to develop those acceptable to the individual. In order to do this, the student must have the opportunity for free and open communication in the safe environment of a classroom to explore feelings and values which can affect his/her life.

DECISION MAKING PROCESS

Basic steps in the decision-making process include:

1. Clarifying the problem
2. Establishing plans for study and action
3. Collecting and interpreting information
4. Establishing alternatives
5. Selecting from alternatives
6. Reaching a tentative conclusion
7. Taking action
8. Evaluating action (living with your decisions)

CREATING A HEALTHFUL CLASSROOM ENVIRONMENT[1]

From the standpoint of mental health and human relations, you can make the effort at school to help meet the basic social and emotional needs all human beings have - the needs for belonging, for affection, and for achievement and approval.

TO FOSTER THE FEELING OF "BELONGING"

- Make your classroom a warm, friendly place. Cultivate a sense of humor.

- Watch out for the friendless child and do what you can to seat him/her beside friendly, outgoing youngsters, to team him/her with such children on committees or the like, and to take public notice of things she/he does well.

- When a child is absent for a time, call his/her home to inquire about his/her health. Or have the class or individuals prepare simple get-well cards or messages. Welcome back the absentee and let pupils brief him/her on what has happened at school during his/her absence.

- Make special efforts to help newcomers feel comfortable. Assign friendly children to be "Big Brothers" or "Big Sisters" until the newcomers feel at home.

TO FOSTER A FEELING OF BEING LIKED OR REGARDED WITH "AFFECTION"

- Treat children as you treat your own good friends - find kindly, personal things to say; try to avoid constantly correcting or scolding or nagging.

- Try to convey to pupils that you like them, that you have faith in them, that when something goes wrong you will try to help and to see their side of the situation.

- Accept children's feelings. If they are angry, it helps when you can say, "I know . . . I've felt that way, too. But you can't hit or hurt others even if you are angry." Then help youngsters learn ways of channeling angry feelings into nonhurtful acts such as drawing, painting, and talking over feelings with an understanding adult. Exercise is often helpful, too, in releasing pent-up feelings.

TO FOSTER A FEELING OF "ACHIEVEMENT AND APPROVAL"

- See that each child has a chance to be successful in some area - reading, singing, drawing, pantomiming, playing, caring for a classroom pet, or cleaning the chalkboard.

- Avoid making comparisons of pupils with others in the class, or of children with their brothers or sisters who may have been your pupils in previous years.

- Help children learn to "take" mistakes and to profit from them. But try to see that pupils have a variety of opportunities for successful experiences, too.

- Make the assumption that a child having difficulty wants to learn but for some reason or other is not doing so; then try to seek the causes for his/her difficulties. Make use of other personnel on the school staff - counselors, speech therapists, learning disability specialists, psychologists, and so on - in seeking solutions.

REFERENCES AND RESOURCES

1. Mental Health Activities in the Classroom: A Handbook, Joan Goldburg and Ellen Hymowitz, (c) 1977, 1980 by Western Psychological Services, Los Angeles, California.

2. Promoting Mental Health in the Classroom, a Handbook for Teachers, Karen R.P. Todd, (c) 1973, 1980 by U.S. Department of Health, Education, and Welfare, and National Institute of Mental Health.

3. Improving Classroom Social Climate, Vacha, Edward F., McDonald, William A., Coburn, Joan M., and Black, Harold E.; Project S.E.L.F., Orcutt Union School District; Holt, Rinehart and Winston, 1979.

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[1]From Health and Growth, Book 4 by Julius B. Richmond, Elenore T. Pounds, Irma B. Fricke and Dieter H. Sussdorf. Copyright (c) 1974, 1971 by Scott, Foresman and Company.

Level I
Section I

who am I?

For self-understanding and developing a positive self-concept, including growth and development.

Incorporates portions of Concepts 1, "Growth and Development Influences and is Influenced by the Structure and Functioning of the Individual" and Concept 2, "Growing and Developing Follows a Predictable Sequence, Yet is Unique for Each Individual," School Health Education Study, copyrighted by the Minnesota Mining and Manufacturing Company.

Suggested for use in Kindergarten.

SECTION I - WHO AM I?

INTRODUCTION

In each of us, the basic need and desire is to feel good about ourselves. Everything we do, as well as our motivation behind what we do is to achieve a sense of total well-being.

This is the thrust of this section, as well as the major thrust of the entire guide.

Furthermore, in order to develop sound self-esteem, it is important that students also develop their ability to listen and communicate. Because of this, Section I is also concerned with the students' ability to express their thoughts and feelings, as well as be able to listen to the thoughts and feelings of others.

In order to attain these objectives, we are using activities that allow the students to become aware of those behaviors that make them good communicators and listeners, as well as to improve their ability to hear and accept the different points of view of others.

The negative side of listening and communicating are also covered, so the students, by looking at their feelings when communication and listening break down, can learn to communicate and listen more effectively.

RELATED OBJECTIVES

1. Foundation Program Objectives

   I. Develop basic skills for learning and effective communication with others.

   II. Develop a positive self-concept.

   V. Develop physical and emotional health.

   VI. Recognize and pursue career development as an integral part of the student's total growth and development.

   VII. Develop a continually growing philosophy that reflects responsibility to self and others.

2. Student Performance Expectations for Grade 3

   FPO I

   - Uses language appropriate in communicating an idea, experience or information.

   - Responds to simple oral directions.

- Responds to oral directions, descriptions, non-verbal messages and common visual symbols.

- Gives and responds to oral directions, and descriptions in a one-to-one (or group) interaction.

FPO II

- Describes what makes one feel good about self.

- Explains how people can help each other feel good about themselves.

- Describes some of the ways in which people are alike and different.

FPO V

- Identifies different emotions and ways they are shown.

FPO VI

- Describes how one might develop a desired personal trait.

- Identifies personal characteristics which one would like to acquire.

- Identifies personal characteristics of self and others.

FPO VII

- Explains the need for order in any group situation.

- Follows school and classroom rules.

- Listens and participates in classroom discussions.

- Describes and accepts ways in which people are alike and different.

- Listens and accepts other's opinions in group discussions.

2. Health Objectives

- Describes feeling well about self.

- Identifies different emotions and ways they are shown (communicated).

- Cites examples showing how people of the same age differ and yet are similar while growing and developing.

- Explains why differences in the rate of growing and developing among children of the same age are to be expected.

- Identifies ways in which one grows over a given period of time.

- Describes how each person becomes unique.

4. Related Objectives/Performance Expectations

Career Education

- Identifies positive personal characteristics of self and others.

Guidance

- Explains how people can help each other feel good about themselves.

Social Studies

- Describes what makes one feel good about self.

- Describes personal characteristics that others feel good about.

- Demonstrates social behaviors which encourage acceptance by others.

- Describes reasons why personal behaviors are acceptable or not acceptable.

- Describes personal behavior which should be changed or improved upon and develops possible ways to change them.

- Considers group needs and the role of the individual in the group to attain common objectives. Compares and contrasts own behavior with that of others in the group.

- Gives example of behavior that illustrate respect for self and others.

Science

- Facilitates children's ability to accept the existence of individuals who have ideas and values which are different from their own.

I AM

OBJECTIVES

Students will:

- Gain an understanding and demonstrate understandings of the topics.
- Demonstrate ease of self-expression.

MATERIALS

Coloring materials, drawing paper.

DESCRIPTION OF ACTIVITY

1. Do demonstrate various circle discussion forms and allow students to know about barriers that will hinder their full participation in and enjoyment of the activities.
2. Have students draw a series of pictures covering activities in this section in order to give them a better grasp of the topics.
3. Have students share their thoughts and feelings about the pictures; then explain each topic as it relates to each picture.
4. Have students verbally complete the following:

   I have learned today that ....

   I feel that I ....

   I learned that health education is about ....

   I learned that other people ....

   I would like to ....

SPEAKING MY SENSES

OBJECTIVES

Students will:

- Identify the different forms of communication by which individuals learn.
- Practice sensory communication skills.

MATERIALS

Communication Box, paper, writing material.

DESCRIPTION OF ACTIVITY

1. Have a "communication" box. Place items into it for students to to identify such as pencils, paper, clips, etc. Make the rule that no questions may be asked. The exercise should be designed to give students the opportunity to practice sensory communication. Have the students shake the box, smell it, feel the items with their eyes closed, etc. Provide opportunities for the students to try to identify items using all their senses.

   Hear Taste Smell See Feel

2. For additional activities, refer to Nutrition Education Teacher's Guide (DRAFT), Grade 2, Activity 10 "Identifying Foods."

**PLEASE AND THANK YOU

OBJECTIVES

Students will:

- Demonstrate social behaviors which encourage acceptance by others.
- Learn to listen to and accept the opinions of others during a group discussion.

MATERIALS

Chalk or masking tape to make two ten foot lines.

DESCRIPTION OF ACTIVITY

1. Choose a few students to play the game "Please, May I?" as described in item 2. Tell the other students to watch and listen as their friends play the game.

2. With chalk or masking tape, make two parallel lines ten feet apart on the classroom floor. The players stand on the starting line and the caller stands on the finish line. The caller says the name of one of the players and tells him/her to advance toward the finish line in a specific manner; for example, "Take one giant step, take two bunny hops, take five baby steps," etc. Before the player may advance, he/she must say, "Please, may I?" The caller gives permission by saying, "Yes, you may," and the player advances in the specified manner. If the player forgets to say, "Please, May I?" he/she must return to the starting line. The caller repeats these directions for each of the other players until one player crosses the finish line. That player becomes the new caller. There are variations of this game which have been developed through the years of child's play, but for the purposes of this lesson these rules should suffice.

"Please, May I?"

Start · P l a y e r s

10 feet

Finish

C a l l e r

3. Let the students play for several minutes; then stop the game and ask the following questions. During the discussion you may wish to make a list of the responses and use the list to help make rules for the class.

   a. What are the most important words in the game? ("Please"; "May I"; "Yes, you may.")

   b. When are some other times that these words should be used?

   c. What are some other words we use to show people that we care for them and that we don't want to hurt their feelings? ("Thank you"; "You're welcome";"Excuse me"; "I'm sorry", etc.)

   d. How do you feel when someone asks you to play with him/her?

   e. How do you feel when no one wants to play with you? Which feeling would you rather have?

   f. What are some things you could do to get others to want to play with you?

   g. What are some things you could do to show others that you care for them?

4. At the conclusion of the discussion, divide the students into three or four groups and let them play "Please, May I?" again, or suggest that they play the game during recess time.

ADDITIONAL LESSON IDEAS:

1. Create solutions. Set up hypothetical situations showing two or more persons playing or working together. Have students suggest ways of accepting someone else into the group; for example, Lani and Janice are playing with their dolls and Kim comes by (without a doll) and wants to join them. What can Kim do to get Lani and Janice to play with her? What can Janice and Lani do to show that they care for Kim?

2. Nice and Poor Ways. Use a sock puppet with a big mouth and have the puppet demand things from various students. Have the class suggest how these students feel and give examples of nicer ways of saying the same thing.

**Taken from Foundation Program: Career Education and Guidance Guide, Grades K-3, pages 12-13.

UNFINISHED "PROBLEM-SOLVING" STORY: THE BALL PROBLEM

OBJECTIVES

Students will:

- Experience handling problem-solving situations.
- Discover some answers to solving personal and social problems.

MATERIALS

Writing and drawing materials, crayons or markers.

DESCRIPTION OF ACTIVITY

1. The unfinished story on the next page is to stimulate class discussion with the purpose of creating a climate in which students feel free to create, report and experience problem solving first hand. The story is intended for a "likely" age span yet any of these stories can be adapted for any elementary age group.

2. Read the story and end with the question: "What should so and so do?"

3. Using pictures from magazines, etc. can add a creative setting to the story. Also, students can draw solutions to the problem in the story. This is a great way to evaluate student comprehension of the problem-solving process.

The Ball Problem (K)

Mrs. Rodrigues was handing out the playground toys to her kindergarten class as the school bell rang for recess. Most of the children were hurrying out of the class as she asked, "Who wants the ball?"

"We want the ball. We want the ball," shouted Noelani and her friend Mona.

Mrs. Rodrigues handed Mona the ball and she and Noelani ran out toward the playground. When they reached the playing field Noelani attempted to grab the ball from Mona saying, "I want it first. Mrs. Rodrigues gave it to me."

"A BIG CHANCE FOR KALE"

OBJECTIVES

Student will:

- Experience the importance of accepting themselves as OK, despite their mistakes and failures.
- Distinguish characteristics which are unique to each person.

MATERIALS

Drawing paper, crayons.

DESCRIPTION OF ACTIVITY

1. Read the story, "A BIG CHANCE FOR KALE", aloud to the group.
2. Divide children into groups of 4 and have each group choose one of the following alternatives by consensus (5 minutes):
   i. Kale should admit his mistake and feelings and enjoy his camping trip.
   ii. Kale should admit his mistake and feelings and ask his brothers for suggestions about what to do.
   iii. Kale should not admit his mistake and his feelings and blame his brothers for his mistake.
   iv. Kale should say nothing and cry until his brothers take care of his problem.
3. Have each group select a chairperson to share why they chose their consensus alternative, then ask the following questions:
   i. "Have you ever tried to do something by yourself and it didn't work out? How did you feel?"
   ii. "Have you ever tried to do something by yourself and it did work out? How did you feel?"
4. If time permits, have the children draw pictures of a time they tried to do something alone. If they are able to write, have them write a story about it also.
5. Share pictures and/or stories.

A BIG CHANCE FOR KALE

Kale was 6 and ever since he was 4, he really wanted to go overnight camping with his older brothers, Frank, Joe and Kaipo. One Friday while Kale's brothers were preparing for their weekend camping trip to Mount Olomana, his brother Frank said, "Hey, Kale, you like to go camping with us dis weekend?" Kale couldn't believe his ears and he shouted, "ya, ya, but did daddy say it was all right?"

"Ya", returned Frank, "So you betta hurry up, cause we goin in half awa."

Kale was rushing to get ready as his oldest brother Joe stopped him to say, "Hey Kale, you betta let us help you get ready." Kale thought, then said, "Na, I can do it myself."

Ten minutes later Kale was throwing his army tote bag into their truck where his father was waiting to take them to Mt. Olomana. As they drove up to Mt. Olomana, he heard his dad telling them to be careful. A minute later Kale's father was driving off back to Enchanted Lake and his brothers were walking up the trail to the camp site.

Kale was really tired when he reached the camp site, so his brother Kaipo helped him unpack.

"Hey, Kale where's your sleeping bag? It's not hea!"

Kale looked at Kaipo and then remembered forgetting his sleeping bag on his closet floor at home. He felt very sad and angry, but he still wanted to continue his camping trip with his brothers.

WHAT SHOULD KALE DO?

**WHEN I'M ANGRY, I COUNT TO 10

OBJECTIVES

Students will:

- Demonstrate how they cope with normal emotional fluctuations.
- Discuss coping behaviors that are acceptable to self and others.

MATERIALS

Copy of the "Different Feelings Worksheet" for each child, scissors.

DESCRIPTION OF ACTIVITY

1. Have students cut out the four squares of the "Different Feelings Worksheet." Help them identify the four feelings depicted. Explain that these are some feelings people may have at various times during the day.

2. Read the following statements and ask the students to respond to each by holding up one of the four squares. Tell students that their responses should reflect their own feelings about the statements and not what others in the class may feel.

   a. Getting up in the morning. Your mother has to call you three times before you get out of bed.

   b. Getting dressed. The clothes you wanted to wear to school today are dirty.

   c. Coming to school. It is raining and you have to walk to school.

   d. Working at your desk. Your friend took the color crayon that you wanted to use.

   e. Playing outdoors. The sun is shining and you are playing your favorite game.

   f. Going to lunch. The cafeteria worker scolded you for running in the cafeteria.

   g. Doing your jobs at home. You have to pick up the rubbish in the yard and the wind keeps blowing.

   h. Going to bed at night. Your father said you have to turn out the light and it is really dark in your room.

3. Repeat the activity and this time, while the students are holding up their feeling responses, ask some of the following questions:

   a. What do you usually do when you feel that way?

   b. Is that a helpful way to act?

   c. Who is pleased when you act that way?

   d. Who might be hurt when you act that way?

   e. What else could you do to show how you feel?

   f. Are you pleased when you do that?

   g. Do you feel better or worse after you have shown how you feel?

4. Conclude the activity by explaining that we may have different feelings during the day. We sometimes act in ways that are helpful, and sometimes we hurt ourselves and others. It is important for us to know about our own feelings and about how others feel so that we can learn to be helpful and kind.

5. Collect the feelings pictures and store them for use at other times when you might want to get their responses.

NOTES FOR THE TEACHER

You may wish to consult with the school counselor if you suspect that a student does not have normal emotional fluctuations during the day.

ADDITIONAL LESSON IDEAS

1. Bulletin Board. Create a bulletin board showing different emotions. Use the picture as a basis for discussing the kinds of feelings we can experience and what situations cause us to feel different emotions. (Department of Education, Foundation Guidance Program Guide for K-12, p. 19.)

2. Coping with Feelings. Do the activities described in Arthur Mann's Affective Education: Classroom Guidance for Elementary School Students, Kindergarten, pp. 100-102. The activities focus on coping with feelings.

REFERENCES AND RESOURCES

Developing Understanding of Self and Others (DUSO)D-1, "Unit VII: Understanding Emotional Maturity." The lessons in this unit focus on ineffective and effective responses to stress and change. This multi-media kit is available from American Guidance Service, Inc.

**Adapted from Foundation Program: Career Education and Guidance Guide, Grade K-3 Section, pages 22-25.

DIFFERENT FEELINGS WORKSHEET

**PUT ON A HAPPY FACE

OBJECTIVES

Students will:

- Identify things that make them feel good about themselves, and they will explain how people can help each other feel good about themselves.
- Recognize ways each person is like all people and like some other people.
- Analyze ways people relate to one another.

MATERIALS

Copies of "Happy Face Mask", yarn or string, scissors, crayons.

DESCRIPTION OF ACTIVITY

1. Have the students cut out and color the "Happy Face Mask." Make certain they cut out the eye holes so they can see the responses of the other children. Then ask them to take their masks and sit on two parallel lines facing each other.
2. Tell them to listen to the following story and to hold the masks to their faces when the story makes them feel happy. They should remove the masks when they do not feel happy.
3. Read the story and pause at the end of each sentence so students may respond...

STORY

The rooster was crowing when Maria awakened one morning. She heard the mynah birds talking to each other and she was just getting out of bed when her new puppy ran into her room. She picked him up and he licked her face. She carried him into the kitchen and gave him his breakfast. Her mother said, "Good morning, Maria. Your breakfast is ready, too." Maria said, "Thank you. I like the way you cooked my egg." She ate her breakfast quickly because she remembered that she was going to walk to school with her new neighbor, Joanna. Maria chose her favorite green dress to wear and she dressed herself. She gave her mother a goodbye hug. Her mother said, "Maria, you really look pretty in that dress. I like the way you can dress yourself now that you are in kindergarten." Maria ran next door and called for Joanna. When Joanna came to the door, Maria could see that she had been crying. Joanna's mother said that Joanna was afraid to go to the new school. Maria took Joanna's hand and said, "I'll take care of you, Joanna. Our teacher is nice and you can sit by me all day. We are going to have fish sandwiches for lunch. And my mother baked some cookies for us to eat at recess time. Come on now, and let's find out if the eggs hatched in your new classroom." Joanna kissed her mother good bye and the two girls walked to school. When they got to the door of the classroom, Henry and Jeremiah ran up to them and said, "Hurry, hurry and come see what happened to the eggs. They hatched and now we have four baby chicks!" Maria and Joanna walked quickly with Henry and Jeremiah to see the new chicks.

4. Continue the activity by asking the following questions:

   a. What are some things that made you happy in the story? Did you put on your happy face when you felt good about what was happening in the story?

   b. What did Maria do to make her mother feel good?

   c. What did Maria's mother do to make Maria feel good?

   d. What did Henry and Jeremiah do to help Joanna feel good?

   e. What did Maria do to make Joanna feel good?

   f. Can you think of some other ways that we help each other feel good? Name them.

   g. How do you feel when someone shares something with you?

   h. How do you feel when you share something with someone else?

   i. How do you feel when you learn something new?

   j. Tell one thing that makes you feel good about yourself.

5. Conclude the activity by having some students summarize the discussion. Accept all contributions and emphasize the point that when people feel good about themselves they are kind and thoughtful to others.

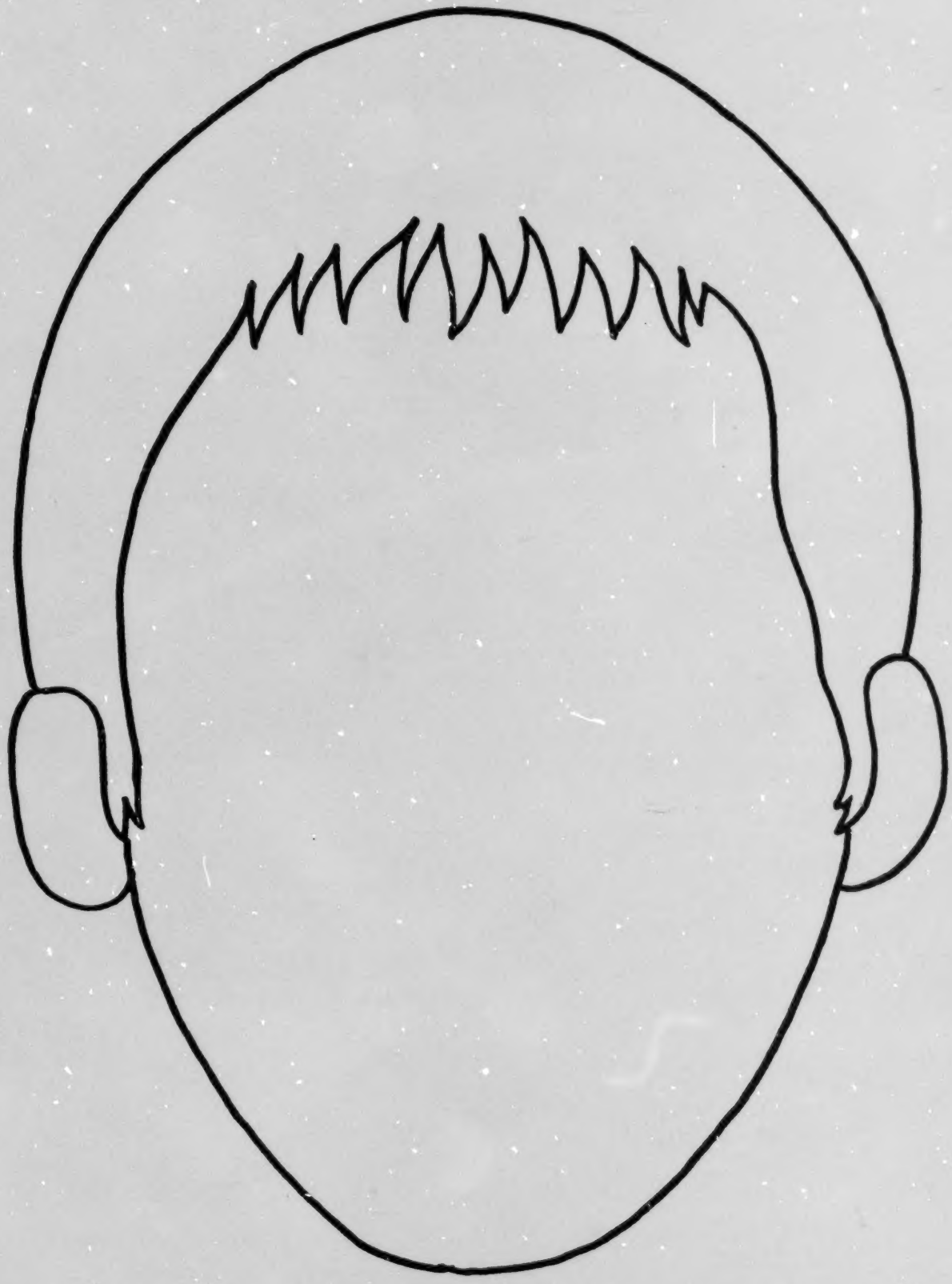
ADDITIONAL LESSON IDEAS:

1. Helping Relationships. Do the activities in Arthur Mann's Affective Education: Classroom Guidance for Elementary School Students, Kindergarten, pp. 106-109. These activities focus on helping relationships in the home by discovering the relationship between pleasant feelings and doing things for each other.

2. Being Thoughtful and Kind. Remind students to be thoughtful and kind to people and later ask them to share the ways they helped each other feel good.

** Adapted from Foundation Program: Career Education and Guidance Guide Grades K-3, pages 8-11.

HAPPY FACE MASK



ALL ABOUT ME

OBJECTIVES

Students will:

- Develop an individual sense of the acceptance of oneself as worthy and important.
- Realize how "put-downs" affect the self-concept of oneself and others.
- Acknowledge responsibility for relationship with self and others.

MATERIALS

Copies of worksheets, drawing and coloring materials.

DESCRIPTION OF ACTIVITY

1. This activity, although considered one, includes three worksheets. Describe to students that "Today we will be looking at ourselves, our family, and our friends and what makes us feel good about ourselves."

2. One worksheet may take the whole class period. It is important that the students be given as much time as they need to complete the worksheets.

3. Once the worksheet is complete, have the students share what they have drawn. Do this after each worksheet is completed. As you can see, this activity may take up to two or even three class periods to complete, but the value for the child will affect all the following activities.

4. Also, it is important that each child receive acknowledgment in some form for his/her work. This can be done by stapling different colored ribbons at the top of his/her worksheet or simply have him/her pin up worksheets on a bulletin board for all to acknowledge.

5. As a final evaluation, have each child share, if possible, what was the "fun-est" part of the activity.

6. Also, if the teacher feels comfortable with singing, this is a great opportunity, through song, to build a spirit of sound self-worth by singing one of many songs that deal with feeling good about self.

WORKSHEET 1

THIS IS THE REAL ME

MY NAME IS _____

THIS IS ME WHEN I AM HAPPY

THIS IS ME WHEN I AM SAD

WORKSHEET 2

THINGS I DO WELL AT...

School	Home

Play	Work

WORKSHEET 3

HOW I SEE MY FAMILY AND FRIENDS

THIS IS MY FAMILY

THESE ARE MY FRIENDS

**I'M DIFFERENT FROM YOU

OBJECTIVES

Students will:

- Make representations of themselves.
- Discuss some of the ways people are alike and different.

MATERIALS

Construction paper of assorted colors.

DESCRIPTION OF ACTIVITY

1. Have students make a construction paper tracing of their left foot. Let the student choose the color of the construction paper. After the student has put his/her name on the foot tracing, the tracing should be hung somewhere in the classroom that is easily accessible.

2. When the tracings are displayed, guide the students in a discussion about how the tracings are different and how they are alike. Ask them to identify other ways people are alike and different (eye color, hair color, height, weight, eating habits, favorite TV programs, etc).

3. Conclude the activity by pointing out that we are alike in some ways and different in others, but each one of us is unique in some way. Have students tell one way they are unique or different.

ADDITIONAL LESSON IDEAS

1. We are Different. Randomly list student names in two lists. Number one column and letter the other. Have a student pick a number and a letter representing two students in the room and talk about how the two students are alike and different. (Department of Education, Hawaii Career Development Continuum Curriculum Guide for Grades K Through 3, p. 116.)

2. ETV Programs. View Lesson 22, "No Two Alike," and Lesson 30, "Everybody Else and You" of the Agency for Instructional Television ETV Series All About You. These lessons show that each child is a unique individual and that families around the world have the same basic needs.

3. Alike and Different. Do the activities in Arthur Mann's Affective Education: Classroom Guidance for Elementary School Students, Grade 1, pp. 85-93. These lessons emphasize how people are alike and yet are unique and worthy.

**Adapted from Foundation Program: Career Education and Guidance Guide, Grades K-3, pages 30-31.

PUPPET SHOW

OBJECTIVES

Students will:

- Experience how they make decisions through the use of a decision-making situation.

MATERIALS

Puppet worksheet, scissors, popsicle stick, glue, large table.

DESCRIPTION OF ACTIVITY

1. Cut out puppet, staple or glue to a popsicle stick for each child. This is best accomplished by xeroxing a blank doll that each child can color, cut out and glue themselves.

2. Stage for puppet show: - Turn a large table on its side and have child sit or kneel behind table top when performing.

3. Tell children that today's lesson is on play-acting decision-making, using their individual puppets.

4. Choose a child who you feel can get things going and have him/her act with his/her puppets one of the following feelings:

   "Happy. How can you show your puppet as happy?" Sad, Angry, Tired, Excited, etc.

5. Have a few more children do the exercise with their puppet.

6. Then pick two children to play out one of the following situations (two to three minutes):

   Play 1 - A child loses a dollar. Another child finds it. Both say the dollar is theirs. What can they do?

   Play 2 - One child lets another child borrow a toy. The second child breaks the toy and the first child is angry. What can they do?

   Play 3 - A brother and sister want to watch different TV programs. What can they do?

7. Ask the whole group to decide on other outcomes (decision) for the plays and ask volunteers to act these choices out with their puppets.

PUPPET - (Problem-Solving)

Level I
Section II

my family AND I

How we relate; my part in my family; continuation of self-identity.

Incorporates portions of Concept 6, "The Family Serves to Perpetuate Man and to Fulfill Certain Health Needs" of the School Health Education Study, copyrighted by the Minnesota Mining and Manufacturing Company.

Suggested for use in Kindergarten.

SECTION II - FAMILY, LOVE AND RELATIONSHIP

INTRODUCTION

The role of the family and family's responsibility for its individual members are affected by values, attitudes, culture, social change and tradition. In every society the family group is structured to fulfill the needs of society. The family serves to perpetuate humanity, to fulfill human needs and to transmit cultural patterns from generation to generation.

This section would be best implemented as a joint presentation of Hawaiian Studies, Social Studies, Guidance, and Health. Activities included are aimed at this coordination. The context family, "ohana", is rich and alive and it is suggested that each class has an expression of family and community that can foster each child's growth and appreciation without going outside the individual child's environment.

RELATED OBJECTIVES

1. Foundation Program Objectives

   II. Develop positive self-concept.

   V. Develop physical and emotional health.

   VI. Recognize and pursue career development as an integral part of the students' total growth and development.

   VII. Develop a continually growing philosophy such that the student is responsible to self as well as to others.

2. Student Performance Expectations for Grade 3

   FPO II

   - Describes what one likes to do with friends and family.

   - Gives examples of behaviors that illustrate respect for self and others.

   FPO V

   - Describes the role and responsibilities of individuals within the family and how each contributes to the physical and emotional health of other family members.

   FPO VI

   - Describes how home responsibilities can be divided and/or shared among family members.

- Identifies and describes the major roles and functions for each member of the family.

- Describes the role of the family and explains its relationship to the larger community.

3. Health Objectives

- Describes the role and responsibility of individuals within the family, as well as how each contributes to the physical health and emotional health of the other family members.

4. Related Objectives/Performance Expectations

a. Hawaiian Studies

- Identifies and describes major roles and functions for each member of a family in Hawaii (ohana).

- Describes role of family in society and explains its relationship to the community at large.

- Describes how different family members depend on one another in ohana.

b. Social Studies

- Describes and identifies major roles and functions for each member.

- Describes role of family and explains relationship to community.

c. Guidance

- Describes family members and their interests.

- Develop understanding of cooperation.

FACES AND FEELINGS

OBJECTIVES

Students will:

- Demonstrate a capacity to understand and respect oneself as well as others through interaction.
- Recognize how emotions are expressed by themselves and others.

MATERIALS

Photos of students as babies or pictures of young children with various facial expressions, and "Faces and Feelings" worksheet.

DESCRIPTION OF ACTIVITY

1. Collect pictures of faces. (Note: Baby pictures work well.) Ask children to look at the faces and identify the emotions expressed in each of the faces. Encourage the students to talk about their response to these and how the expressions make them feel.

2. Give the students drawings of blank faces. Have them fill in the eyes and mouth to show expressions of anger, happiness, love, hate, surprise, and so forth.

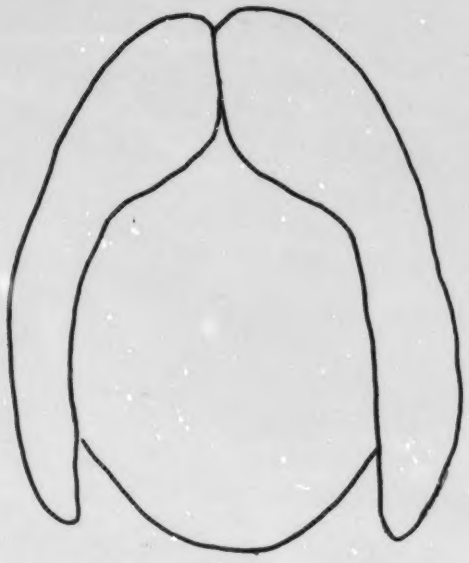
3. Give students the opportunity to practice expressing emotions through body language (facial expressions), puppetry, or story telling involving pictures.

SECTION II: FAMILY, LOVE AND RELATIONSHIP WORKSHEET

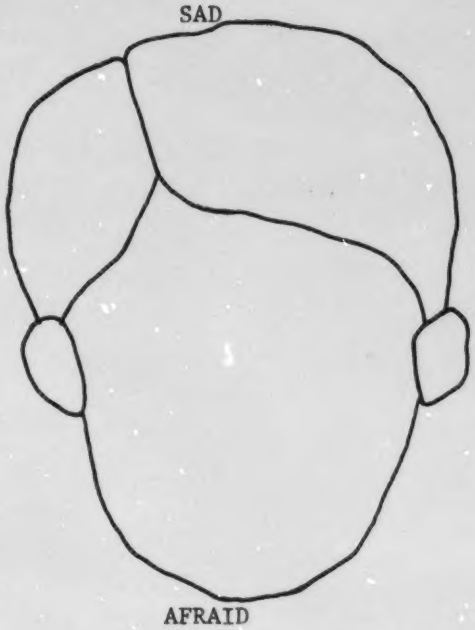
FACES AND FEELINGS

NAME_____ CLASS_____ DATE_____

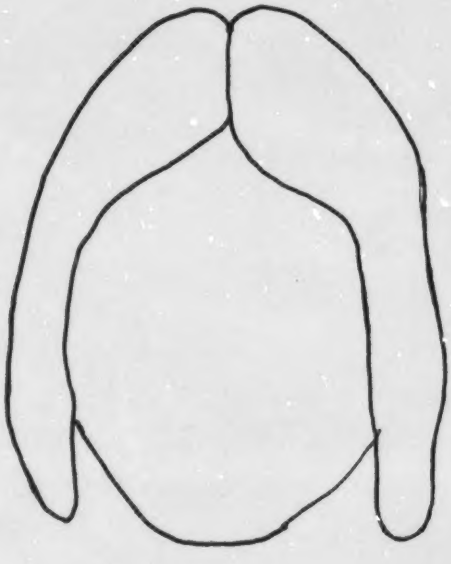
HAPPY



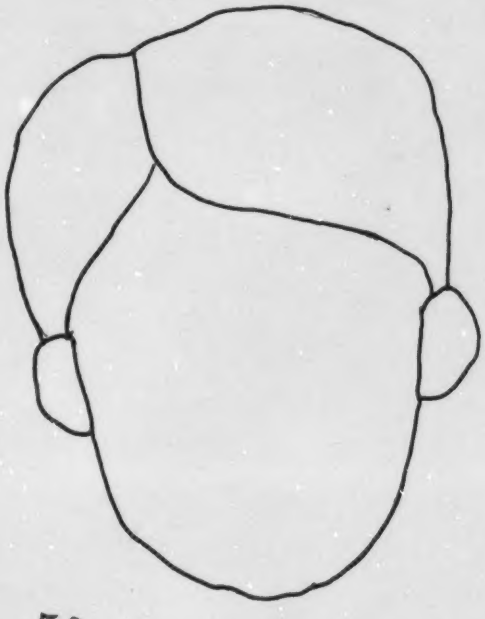
SAD



ANGRY



AFRAID



**FAMILY - ROLES AND RULES

OBJECTIVES:

Students will:

- Identify members of their families and describe the roles of family members.
- Answer questions about family rules and how to show respect for themselves and others by making and following rules.

MATERIALS:

Copy of worksheets, "Who Lives in My House?", pencil, paste, and scissors for each student; one mural-size piece of chart paper or bulletin board.

DESCRIPTION OF ACTIVITY:

1. Give each student a copy of the worksheet "Who Lives in My House?" Tell them to write their names on the roofs of their houses, cut out the houses, and then draw pictures of the members of their families in their houses.

2. When the drawings are completed, encourage the students to take turns telling about the people who live in their family. Use the questions that follow to stimulate discussion.

   a. What do the people in your family do at home? Who cooks, who cleans the house, the yard? Who takes care of the children? Who helps you get to school? Who pays the bills? Who works to earn money? Who buys and/or shops? Who keeps the clothes ready to wear?

   b. What are some things that you have learned to do at home? (Tie shoelaces, eat at the table, jump rope, skate, ride a bicycle, get dressed, comb hair, brush teeth, etc.)

   c. What are some helpful things you do at home? How do you share the jobs at home?

   d. What rules do you have at home? How do the rules help your family?

   e. Who makes the rules at home?

   f. Who helps you to follow the rules at home?

g. What happens if you break the rules?

h. How do you feel when you obey the rules? Break the rules?

i. Can you think of a time when it would be okay to break a rule at home?

j. Which rules do you like? Dislike?

k. How do you show the people in your house that you respect them?

l. How do you show respect for yourself?

m. Why do we have to have rules?

n. How do you help to make the rules at home?

o. Why do we have families? How does your family help the community?

3. When most children have had an opportunity to share information about the roles and rules of their families, put all of their houses on a large bulletin board or mural-size chart paper. Encourage them to talk about their families at other times during the year.

ADDITIONAL LESSON IDEAS:

1. Family Rules. Do the activities in Arthur Mann's Affective Education: Classroom Guidance for Elementary School Students, Kindergarten, pp. 115-116, 158-159. These activities involve identifying and following family rules.

2. Position in the Family. Ask students for their position in the family: oldest, youngest, middle, or only child, and have them share their feelings about being in that position.

3. No Rules Family. Have students give examples of what family members could do if there were no home or family rules. Ask students for their opinions of whether they would like to live with a "no rules" family.

**Taken from Foundation Program Career Education and Guidance Guide, Grade K-3, pgs. 5-7.

Who Lives In My House?

NAME_____

MY FAMILY

OBJECTIVE

Students will:

- Describe a family unit.
- Explain how a family begins and fulfills the needs of society.

MATERIALS

Drawing materials, paper.

DESCRIPTION OF ACTIVITY

1. In a class discussion, ask students to describe the families in their favorite television shows. The teacher should encourage students to:

   a. Describe members of the television family.

   b. Compare and contrast the television family members to their own families.

2. Ask students to talk about their families and how they may have changed. Talk about traditional families. Discuss the changes the students may have experienced; e.g. "a little brother was born," "grandma moved in," "divorce," "death of...".

3. Students can draw a story about their own or imaginary families. They can tell about how the families started and where they are now. Encourage students to talk about change within the family. Discuss the "blended" families with step parents, siblings, hanai children, etc.. Compare these families with traditional families.

Level I
Section III

My Responsibility for My Health

Sleep, rest, good nutrition, a variety of activities, common problems such as head lice or "ukus"; decision-making process.

Incorporates portions of Concept 1, "Growth and Development Influences and is Influenced by the Structure and Functioning of the Individual"; Concept 2, "Growing and Developing Follows a Predictable Sequence, Yet is Unique for Each Individual," and Concept 7, "Personal Health Practices are Affected by a Complexity of Forces, Often Conflicting," of the School Health Education Study, copyrighted by the Minnesota Mining and Manufacturing Company.

Suggested for use in grade one.

SECTION III - MY RESPONSIBILITY FOR MY HEALTH

INTRODUCTION

This section develops students' abilities in problem solving and decision making as it relates to their responsibility for their own health. Section three also demonstrates for teacher and student the importance of being clear in one's communication as well as the value of listening to others in the area of personal health and responsibility.

RELATED OBJECTIVES

1. Foundation Program Objectives

   I. Develop basic skills for learning and effective communication with others.

   III. Develop decision-making and problem-solving skills.

   V. Develop physical and emotional health.

2. Student Performance Expections for Grade 3

   FPO I

   - Uses language appropriate in communicating an idea, experience, or information.
   - Responds to simple oral directions.
   - Responds to oral directions, descriptions, non-verbal messages and common visual symbols.
   - Gives and responds to oral directions and descriptions in a one-to-one (or group) interaction.

   FPO III

   - Identifies a simple problem.
   - Collects information needed to solve the problem.
   - Identifies possible alternatives for solving the problem.
   - Checks reliability of conclusions derived.

- Performs basic body movements to keep the body fit.
- Participates in physical fitness activities.
- Applies body movements to simple games and dances.
- Engages in appropriate physical activities to develop physical fitness.

3. Essential Competency #8:

- Reach reasoned solutions to commonly encountered problems.

4. Health Objectives

- Relates good nutrition, adequate sleep, and physical activity to optimal growth and development.
- Is aware of the influence of growing and developing on personal health practices.
- Discovers that decision making is involved in personal health practices.
- Tells why personal health practices affect participation in life activities.
- Identifies practices which affect oral health.

5. Related Objectives/Performance Expections

Science

- Help students to analyze and synthesize holistically (using knowledge from various disciplines) in solving a problem.

Social Studies

- Identifies and uses data gathered from many sources in seeking possible solutions to a social problem.
- Identifies a problem facing the class or school and lists the steps for resolving it.

Physical Education

- Recall and play skillfully five or more games learned in each year.

- Play two or more individual or dual games well enough to enjoy playing them on the playground or at home.

- Play five or more games in the classroom that can be played at home or at parties.

- Follow directions (of teacher or leader) and respond quickly to signals for attention.

- Play and cooperate with other children without fighting, quarreling, or battling.

- Lead other children by giving directions clearly and lead the play which follows.

- Help to carry out group plans. Create and organize own activities.

TALKING AND LISTENING

OBJECTIVES

Students will:

- Develop basic skills for learning and effective communication with others.
- Become conscious of their feelings about listening and communicating as a means of increasing self-confidence in their ability to communicate with, listen to and accept others.

MATERIALS

Chairs, room large enough for circle discussion.

DESCRIPTION OF ACTIVITY

Part One

1) Begin the lesson by stating the type of circle discussion that will be implemented. (It is suggested that the "Simple Circle" format be used during the first three or four sessions without a student leader.) It is essential that students know how they will be working, which rules are in effect and what they can expect from you, the teacher.

2) Then state first focus setting topic by saying, "The first topic today is: A Time When I Really Talked With and/or Listened to Someone." Explain simply that communication is being able to express one's feelings and thoughts and listening is being able to pay attention to the thoughts and feelings of others. Assist student participation by saying, "Think about a time when you were really talking with someone and you felt you were doing a really good job of listening. Think about what was going on and what you were doing as you talked and listened." Then restate topic and demonstrate what is expected by being the first to share a personal experience involving a time when you really communicated and/or listened to someone.

3) Invite students to share and after each child's sharing, acknowledge him/her and ask questions like:

a. "What do you think the other person was feeling when you were talking with him/her and/or when you were really listening to what he/she was saying?"

b. "How do you feel about yourself as a communicator?"

4) Invite other students to ask questions of the speaker or share their own experiences and feelings about the focus setting topic.

5) After everyone who wants to share has had a turn, invite group sharing by asking lesson evaluation questions like:

a. "What do you do to show someone you are listening to what they are saying?"

b. "How do you know when you are really communicating well with someone?"

Part Two

1) State second focus setting topic: "A Time When Someone Wouldn't Talk With Me (and/or Listen to Me)." Assist students in thinking about the focus setting topic by asking such questions as, "Have you ever wanted people to listen to you very much and they wouldn't do it? What was the situation like and how did you feel when someone wouldn't listen to you?" Then repeat the topic and share a personal incident when someone wouldn't talk or listen to you.

2) Invite students to share and after each child's sharing, acknowledge him/her and ask questions like:

a. "How did you feel about the person who wouldn't talk or listen to you?"

b. "How did you feel about yourself when you were trying to talk and the person wouldn't talk or listen to you?"

3) Invite other students to ask questions of the speaker or share their own experience and feelings regarding the focus setting topic.

4) When those who wanted to speak have had their turn, invite the group to evaluate the lesson by asking the following or similar questions:

   a. "What are some of the things that happen when there is little listening or poor communication between people?"

   b. "What are some of the feelings we get when we want someone to talk to us or listen to us and he/she doesn't?"

**WHO DECIDES?

OBJECTIVES

Students will:

- Develop an awareness of simple problems in life that require decisions.
- Identify activities for which they make their own decisions and activities where decisions are made for them.

MATERIALS

Chart paper, marking pen.

DESCRIPTION OF ACTIVITY

1. Ask the children to name some things their parents require them to do each day (such as: brush teeth, eat certain foods, take a bath, sleep at a designated time, get up at a designated time, put on clothes, do chores at home, etc). List children's suggestions on chart paper. Help them recognize that their parents require them to do different things at certain times.

2. Continue the discussion by pointing out that their parents could have made other decisions such as not requiring them to brush their teeth, not requiring them to go to bed at a certain hour, not requiring them to eat certain foods, etc. "What will happen if you fail to brush your teeth?" "How will you feel in school the next day if you stayed up late the night before watching TV?" "Will you have a healthy body if you do not eat the right kinds of foods?" Guide them to recognize that parents often make decisions that will bring personal benefits and good.

3. Finally, help the students identify areas in life where they are sometimes permitted to make decisions (such as: what to do during play periods, what to wear to school, favorite friends, when to eat snacks, whether or not to watch a certain program on TV, etc). Make a list on the chart.

ADDITIONAL LESSON IDEAS:

1. Have a party.

   a. Invite students to help you plan a class party and suggest the kinds of foods they would like to have.

List all responses on the chalkboard.

b. Discuss why certain foods could not be included in the party, then have the students vote for their choices. Discuss voting as a way of group decision making.

c. Have the party. (Department of Education, Hawaii Career Development Continuum Curriculum Guide for Grades K through 3, p. 356.

2. An ETV Lesson.

View "The Safe Way: SIPDE," Lesson 1 of the ETV Series Safe and Sound. This program is based on a thinking process which can be applied to students' daily activities. The thinking process requires students to "look around, check it out, think ahead, decide, do." The teachers' guide provides additional follow-up activities. (Instructional Television Services, Safe and Sound, Teacher's Manual, p. 1)

3. Making Choices. Do the activities in Affective Education, Kindergarten, pp. 129-130; 166-167; 169-170; 172. These activities deal with making choices, people who help students make decisions, and the importance and effects of choices. (Arthur Mann, Affective Education: Classroom Guidance for Elementary School Students, Kindergarten)

**Adapted from Foundation Program Career Education and Guidance Guide, Grades K-3, pages 26-27.

VALUES -- SLEEP, REST AND A VARIETY OF ACTIVITIES

OBJECTIVE

Students will:

- Identify their own level and type of activity for wellness.

MATERIALS

Chart paper, Marsh pens, crayons.

DESCRIPTION OF ACTIVITY

1. Ask students to list some quiet and relaxing activities to bring out the need for a balance of active and quiet activities.

2. Provide a free rest period: reading, listening to music, stretching and lying down, playing quiet games.

3. Provide opportunity for students to teach others a variety of large muscle, small muscle and rhythmic activity during recess and lunch periods.

4. Keep accounts (picture journal) of two day's activities. Analyze the type of activity (active-quiet) and amount of sleep. Discuss the effects of too much or too little activity or sleep.

5. Rotate student leaders for regular physical fitness activities. List various activities such as jump rope, skipping, etc. and take pupil's pulse rate after each activity and compare the differences. Discuss how the heart works in the circulation of blood.

6. As an evaluation, discuss briefly the feelings of students on the kind of day it was for them and analyze the possible reasons related to the objectives.

REFERENCES AND RESOURCES:

Department of Education, State of Hawaii Physical Education Guide; and Youth Physical Fitness Suggestions for School Programs, U.S. Government Printing Office

Putting Your Heart Into the Curriculum, American Heart Association, Primary level, 1982, page 12 (Guide and other resources are available through Hawaii Heart Association, 245 N. Kukui St.)

DAILY CARE

OBJECTIVES

Students will:

- Demonstrate responsibility for health practices which affect participation in life activities.
- Know reason for and practice health measures to protect health or detect possible defects.
- Identify practices which affect oral health.

MATERIALS

Chart paper, markers, salt, baking soda, spices, dental floss, food coloring or disclosure wafers.

DESCRIPTION OF ACTIVITY

1. Have students list one activity each for which various organs and body parts are essential. For example:

Watching TV, reading	-	eyes
Eating	-	teeth
Talking to friends	-	ears, tongue
Running	-	feet, legs, arms, heart
Writing, throwing ball	-	hands, arms

2. In addition, list activities one enjoys doing and draw the part of the body which is used, and explain the feelings one gets while doing it.

3. Set aside time to experience the effect of not having full use of body parts. Children wearing glasses, using hearing aids, braces or other devices and prosthesis should be given class support to continue their use.

4. Describe ways:

to protect heart.	Exercise, healthy diet, and regular check-ups.
to protect eyes.	Participate in eye tests.
to protect teeth.	Test for plaque.

5. Identify symptoms to be alert to: pain, ache, itching, difficulty seeing, hearing, sore gums or toothache.

6. a. Explain reasons for and practice toothbrushing or mouth rinsing after lunch daily; make own dentifrices. (1 teaspoon salt; 2-3 teaspoons baking soda; a drop or 2 of flavoring--peppermint, wintergreen, cinnamon)

   b. Stress that teeth are living tissues and not "stones" in the head.

   c. Demonstrate the correct use of dental floss and explain reasons for use.

   d. Apply test for plaque which reveals bacteria and food particles left on teeth. After lunch rinse mouth with a solution of seven drops of pure food coloring in half an inch of water. Swish solution around teeth for thirty seconds. Look in mirror for colored stain indicating build-up of plaque. Brush teeth to remove stain. It may remain on teeth an hour or two. Disclosure wafers, which are chewed and reveal stains may be available from dental hygienists or dentists. From test results determine corrective measures needed.

7. Explain reasons for and practice handwashing after going to bathroom and before snacks and meals.

8. Discuss skin care--avoid sunburn; care of cuts and scrapes; sores, general cleanliness.

9. Conduct values voting activity to identify relationship of student, others' personal health practice to values. For example:

   a. How many wash their hands after going to the bathroom without being told?

   b. How many brush their teeth after breakfast and before going to bed?

   c. How many go to bed without being told?

   d. How many eat breakfast?

10. Have students prepare own questions for value voting strategy and carry this out.

REFERENCES AND RESOURCES:

Refer to Nutrition Education Teachers' Guide (DRAFT), Grade 2, Activity 6, "Holes in Our Teeth," and Activity 1, "Cleanliness."

Refer to Putting Your Heart Into the Curriculum, American Heart Association, Primary Level, 1982, pages 11, 13, and 19 (Guides, Songs, audio cassettes and films are available through the Hawaii Heart Association).

GET 'EM - UKUS!

OBJECTIVES

Students will:

- Get assistance to deal with a special problem.

MATERIALS

- Pictures/slides of lice, magnifying glass.

NOTE: Contact your School Health Nurse for help.

DESCRIPTION OF ACTIVITY

1. Introduce the subject of head lice. (There are other lice which do not produce the problem in the elementary schools as do head lice, tiny insects which live on the scalp and need blood for nourishment.) When infestation is heavy, the condition is known as pediculosis from the scientific name pediculus humanus capitis.

2. View lice and nits (eggs of lice) under a magnifying glass.

3. Study the life cycle of lice--eggs hatch in about 5-10 days; 8-10 days later a female can lay eggs (up to 50-150 nits during the life cycle of about 34 days.)

4. Discuss and look at items by which lice can be spread from person to person: combs, hair brushes, headbands, wigs, caps, headphones and hats; also clothing, bedding or mats on which people sleep. Lice are not spread by hopping or jumping.

5. Discuss the effects of lice on the scalp; that the bites cause itching, which makes people scratch, scratches can become inflamed and sores result.

6. Examine products or facsimiles of products used to kill nits and lice and instructions on how to use them. Examples are:

   a. Kwell--is obtained only on doctor's prescription. A new product, Prioderm, is replacing Kwell as a recommended prescription product for school use.

   b. Pyrinate A-200, R.I.D., and Triple X--Available without prescription from any local drug store.

7. Determine what students who have ukus can do to get rid of them. What can other students do to help infested students and to prevent their own infestation?

8. For evaluation of progress, observe if students show a willingness to control ukus and to help others control them.

Level I
Section IV

how people cope with moods

Incorporates portions of Concept 9, "Use of Substances That Modify Mood and Behavior Arises From a Variety of Motivations" of the School Health Education Study, copyrighted by the Minnesota Mining and Manufacturing Company.

Suggested for use in grade one.

SECTION IV - HOW PEOPLE COPE WITH MOODS

INTRODUCTION

In this section personal responsibility for the way one solves his/her problems is emphasized. Each activity is aimed at developing problem-solving skills based on a better understanding of needs and ways to satisfy them, and recognize the consequences of those decisions

RELATED OBJECTIVES

1. Foundation Program Objective III

   - Develop decision-making and problem solving skills.

2. Student Performance Expectations for FPO III - Grade 3:

   - Identifies a simple problem.

   - Collects information needed to solve the problem.

   - Identifies possible alternatives for solving the problem.

   - Checks reliability of conclusions derived.

3. Essential Competency #8

   - Reach reasoned solutions to commonly encountered problems.

4. Health Objectives

   - Identifies familiar health problems which are the joint responsibility of individuals and groups.

   - Identifies substances commonly used by many individuals in society that modify mood and behavior.

   - Names ways common mood and behavior modifying substances are used in homes and community.

   - Is aware that there are differences between alcoholic beverages and other beverages.

   - Realizes there are differences in family practices and feelings about use of tobacco and of alcoholic beverages.

5. Related Objectives/Performance Expectations

   Science

   - Help students to analyze and synthesize holistically using knowledge from various disciplines in solving a problem.

Social Studies

- Identifies and uses data gathered from many sources in seeking possible solution to a social problem.

- Identifies a problem facing the class or school and lists the steps for resolving it.

UNFINISHED "PROBLEM-SOLVING" STORIES:

THE MARKED WALLS PROBLEM

OBJECTIVES

Students will:

- Experience handling problem-solving situations.
- Discover some answers to solving personal and social problems.

MATERIALS

Writing and/or drawing materials.

DESCRIPTION OF ACTIVITY

1. The two unfinished stories included in this activity are to stimulate class discussion with the purpose of creating a climate in which students feel free to create, report and experience problem-solving first hand. Each story is intended for a "likely" age span yet any of these stories can be adapted for any elementary age group.

2. Begin activity by stating topic and reviewing discussion rules. Then, select one of the discussion forms found with the rules on pages 6 through 8 of the Introduction to this revision.

3. Read the story and end with the question: "What should so and so do?"

4. Using pictures from magazines, etc. can add a creative setting to the story. Also, students can draw solutions to the problem in the story. This is a great way to evaluate student comprehension of the problem-solving process.

5. Refer to Chapter 19 "Student Misconduct, Discipline and Reporting Offenses" as background to the stories and H.R.S. Act 169 which stipulates restitution by parents for school property damage. Discuss this lesson in the context of legal/school rules versus ethical dilemma (student's values).

THE MARKED WALLS PROBLEM (1)

Mrs. Murayama, the vice-principal, had called Mary to her office and Mary knew it had to do with her girl friend, Janice Leong. Janice was her best friend in the first grade, so Mary knew it was going to be hard answering Mrs. Murayama's question truthfully. Mary stood at the vice-principal's door hoping Mrs. Murayama would not be at her desk.

"Come in, Mary, I'll be with you in one minute," she said as she opened a note pad in front of her. "I want to know exactly what happened inside the girls bathroom in Building C yesterday after school."

Mary sat with her eyes toward the floor remembering how Janice had marked up the walls of the girls bathroom with Mary's red magic marker pen.

WHAT CAN MARY DO?

THE BIKE PROBLEM (2)

Jaron really loved his new Spiderman bike and couldn't wait to show it to his friend Patty, who lived down the lane.

As Jaron pushed his bike out to the lane, he knew his bike was the fastest in Kailua and his friend Patty would think so too. He pedaled toward Patty's house with the wind blowing in his face. As he neared Patty's, Jaron shouted, "Hey, Patty, come out and look at my new bike."

Patty rushed out of her house and ran up to Jaron and his new bike. "Hi, " Patty said, as she eyed Jaron's new Spiderman bike. Jaron asked, "How do you like it?" Patty put her two hands on the handle bars and said, "I wanna ride it, now!" "No. Take your hands off of it," Jaron demanded as the two of them hung on to the handle bars.

WHAT CAN JARON AND PATTY DO?

MEDICINES ARE FOR SICK PEOPLE

OBJECTIVE

Students will:

- Recognize that medicines are for specific purposes and most should be prescribed by a physician.

DESCRIPTION OF ACTIVITY

1. Discuss and list illnesses and types of medicines used for each.

2. Analyze whether a doctor would prescribe the medicine in (1) above or whether it will be an over-the-counter (non-prescription) item.

3. Ask what a doctor needs to know to prescribe a medicine. This includes such things as: temperature, laboratory tests of blood, urine and others indicating conditions inside the body, physical examination of patient, kinds of medicines available and one most suited for the purpose.

4. Take a few conditions common to most children such as a cold, headache, upset stomach, etc., and group as many products as they can find through ads in magazines or on TV.

   a. List moods (feelings) shown in a variety of magazine pictures of people.

   b. Describe feeling created by pictures without people.

   c. Express feelings created by music, through body movement, colors.

5. Discuss safe use of medicines applicable to this age student, and ways the student can protect younger siblings from taking wrong medicines or taking them by accident as candy.

FEELINGS...

OBJECTIVES

Students will:

- Cite examples of substances other than medicines children sometimes use to change their feelings or to express feelings.
- Cite ways to cope with feelings besides eating or drinking something.
- Cite examples of substances adults sometimes use.

MATERIALS

Chart paper, markers.

DESCRIPTION OF ACTIVITY

1. List uncomfortable feelings such as loneliness, no one to play with, not as good as someone else, not being part of the gang, worried, tired, angry. Besides these have a column for substance, another column for activity. List in column substances or activities which might be used to alleviate these feelings. Sodas may contain caffeine and other "synthetic" beverages and foods have effects on people who consume them. Discuss the addicting and detrimental effects of such foods and other substances such as tobacco and alcohol on growing children. There are research studies to show effects on fetus and young children of mothers that smoke or consume alcohol.

Feelings	Substance		Activity	
	Child	Adult	Child	Adult
angry	candy	cigarette	throw a ball	run

2. List comfortable feelings. Most people have difficulty expressing these and even feel guilty about being happy, feeling OK. List substances or activities used to show these feelings, for example, eating ice cream, cake, etc.

3. Discuss or role play how good or uncomfortable feelings in one person may affect another, one parent to another parent or adult, parent to child, teacher to child, friend to friend.

4. Discuss whether people would want to change their feelings; why or why not. If they choose another substance or activity, what would they choose?

Level I
Section V

EATING RIGHT FOR LIVING WELL

Incorporates portions of Concept 10, "Food Selection and Eating Patterns are Determined by Physical, Social, Mental, Economic, and Cultural Factors" of the School Health Education Study, copyrighted by the Minnesota Mining and Manufacturing Company.

Suggested for use in grade two.

SECTION V - EATING RIGHT FOR LIVING WELL

INTRODUCTION

Section V deals with healthy living through correct eating habits. The activities in this section were developed to allow students to understand how physical, social, mental, economic and cultural factors influence and sometimes determine what and how we eat. It is important that the teacher begin with students' personal eating habits in order for them to discover why they eat what they eat, as well as how they eat and the effect on digestion.

RELATED OBJECTIVES

1. Foundation Program Objective V

   - Develop physical and emotional health.

2. Student Performance Expectations for FPO V - Grade 3

   - Names different foods that are important to growth and health.

   - Identifies different emotions and ways they are shown.

3. Health Objectives

   - Distinguishes among a wide range of foods.

   - States reasons for eating a variety of foods.

   - Is aware of factors that detract from or enhance eating certain foods.

   - Identifies ways that types of food and patterns of eating may be related to different cultures.

4. Related Objectives/Performance Expectations

   Science

   - Is aware that animals are food consumers.

   Nutrition

   - Realizes the wide variety of foods that are good to eat.

   - Identifies feelings associated with food choices.

   - Explains why people get hungry.

   - Realizes food can be classified.

   - Cites influence of one's own culture on food choice.

Hawaiian Studies

- Identifies some of the plants brought to Hawai'i by the Polynesians.
- Names some of the fish species that Hawaiians in former times and many people today still eat.
- Distinguishes which foods served at a typical lū'au or pā'ina (feast, dinner) are Hawaiian foods and which are introduced foods.

GOOD NUTRITION

OBJECTIVES

Students will:

- Recognize the need for and will eat a variety of food in adequate amounts to help the body grow--especially green leafy vegetables and yellow/orange vegetables and fruits for Vitamin A.

- Recognize the need for having milk and milk products or milk substitutes in their daily meals.

MATERIALS

Chart paper, glue, marsh pens.

DESCRIPTION OF ACTIVITY

1. Cut out or draw pictures of foods. See page E-15. Group them into three groups on a big chart. For example:

   Grow: milk, meats, cheese, ice cream, poultry, eggs, legumes

   Glow: papaya, pineapple, other fruits, green vegetables, yellow/orange vegetables and fruits

   Go: breads, cereals, fats and oils, poi, rice, noodles, potatoes

2. Plan, by committees, a variety of good breakfast and good home lunches according to groups of food in preceding activity.

3. Explain the school lunch, emphasizing milk and milk substitutes; food groups and their relationship to health and growth. School lunch manager or similar resource may be used.

4. Plan together, prepare and eat a good breakfast in class. Repeat periodically if facilities permit.

REFERENCES AND RESOURCES

Refer to Nutrition Education Teacher's Guide (DRAFT), Grade 4, Activities 5, "The School Food Service Manager", 13, "The Importance of Breakfast"; Grade 3, 7, "The Cafeteria", 12, "Digestion Game", 11, "Nutrition Coloring Book", 13, "Foods Rummy for Basic Grow, Glow, and Go"; Grade 2, "Identifying Foods".

Refer to Putting Your Heart Into the Curriculum, American Heart Association, Primary Level, 1982, page 25 (Other resources are available from the Hawaii Heart Association).

BODY NEEDS

OBJECTIVES

Students will:

- Become aware of factors that detract from or enhance eating certain foods;
- Identify physical or emotional reasons for eating or not eating certain foods, under certain conditions.

MATERIALS

Chalkboard, transparency, paper, pencil marker, chalk, magazines.

DESCRIPTION OF ACTIVITY

1. Provide chalkboard or blank transparency to have students suggest foods or liquids they would serve a younger brother or sister who is sick in bed with a cold; foods they would not serve. Why?

2. Ask students to interview parents, grandparents, or other relatives about foods they avoid because of physical health reasons (not because they dislike them) and to report on this. Likely to be reported are low calorie diets for weight control; low salt diets and low cholesterol for heart disease; low sugar and starch diets for diabetes; diet for pregnancy, allergies.

3. Plan in small groups a menu: for an 8 year old's birthday party at home, a school or community carnival, a picnic with family and friends, eating out at a shopping center, a restaurant. Analyze the relationship of the choice of food to physical health needs; the influence of the situation or setting, and how hungry the people are.

4. Analyze, through pictures, the relationship of eating to various moods or feelings: happiness, sorrow, loneliness, fatigue.

REFERENCES AND RESOURCES

Refer to Nutrition Education Teacher's Guide (DRAFT) Grade 3, Activity 3, "When I Feel Hungry," Grade 2, Activity 11, "Foods I Do and Don't Like."

EATING EASE

OBJECTIVES

Students will:

- Recognize relationship between pleasant physical and emotional environment and enjoyment of a meal; how this affects digestion.

- Be aware of factors that detract from or enhance eating certain foods.

DESCRIPTION OF ACTIVITY

1. Ask students what makes them happy while they are eating and what makes them unhappy while eating.

2. Have students role play a pleasant mealtime and an unpleasant one. List and group factors; analyze.

Evaluative Activity:

During lunch periods students can observe whether they are contributing to pleasant mealtimes.

Observe lunch and snack eating practices or have students report on own eating practices.

Students report what they did at home, school, or parties to make mealtime pleasant.

REFERENCES AND RESOURCES

Refer to Nutrition Education Teachers' Guide (DRAFT), Grade 4; Activity 14, "Food and People, Situations, Places and Moods," Grade 1; Activity 12, "Behavior at the Table" and 13, "Eating with Friends."

FOODS: TRY IT, YOU'LL LIKE IT!

OBJECTIVES

Students will:

- Be aware of factors that detract from or enhance eating certain foods.
- Gain insight into their attitude toward specific food that may stem from personal experience with that food.

MATERIALS

Chart paper, marker, ruler, food values book. See pages E-10 to E-15 in this section.

DESCRIPTION OF ACTIVITY

1. Encourage each student to try a new food item or eating practice. Ask students to describe the experience. If foods are not available at home, arrange demonstration and food tasting at school.

   NOTE: Teacher may bring out that the trying of new things can be difficult, enjoyable, and/or not always the same for everyone. Avoid negative conclusions which discourage others from trying the food item or food practice.

2. Compile a list of foods. Take a vote and list numbers of students who like or dislike these foods. Ask if students eat foods they dislike.

3. Ask students to take the list of foods they dislike and research the nutritive values of those foods. Do the same for the foods they like. Compare the nutritive values.

4. Have students share their findings. Ask if the student will make a change in food choices with this new information.

5. Have students discuss foods they could avoid without adversely affecting their health: sweets, soft drinks, chips, preserved seeds, etc.

REFERENCES AND RESOURCES

Refer to Nutrition Education Teachers' Guide (DRAFT), Grade 2, Activity 11, "Foods I Do and Don't Like," Grade 4, Activity 14, "Food and People, Situations, Places and Moods."

HOME STYLE COOKING

OBJECTIVES

Students will:

- Make associations between food selection and cultural practices;
- Identify ways that types of food and patterns of eating may be related to different cultures.

MATERIALS

Drawing paper, crayons or paint, magazines.

DESCRIPTION OF ACTIVITY

1. Conduct role playing activity and discuss a situation where a food served is strange to a person.
2. Have students draw or cut out magazine pictures and explain American and local foods which may appear strange to people of another culture. Discuss ways people might be helped to understand the cultures represented in the State.
3. Ask students to volunteer to describe an experience with food or a meal which was strange to them.
4. Ask students to describe some "special dish" their grandparents taught their parents to cook which they like; to understand that some food eating practices are handed down within the family.
5. Invite representatives of different parts of the world whose "home country" eating patterns are based on some tradition or geographic influence to the classroom. Include, if possible, the Hawaiians and fish and poi; a southern U.S. or Latin American with corn products or grits; European, French, German, Italian; an Asian country not too well known to students such as Indonesia, etc.
6. Ask the East-West Center on Oahu to arrange for resource people to describe or show pictures of foods representative of their areas.
7. Select certain "special event days" observed in the U.S. and foreign countries. Ask students to describe how food plays a part in these holidays.

8. For evaluation purpose, ask for periodic reporting by students of new or different foods tried.

REFERENCE AND RESOURCES

Refer to Nutrition Education Teachers' Guide (DRAFT), Grade 1, Activity 14, "Food and Culture," Grade 2, "Culture in My Food."

EXHIBIT A
TEACHER REFERENCE

Food Groups and Nutrient Allowance

Some background on ways of categorizing foods and nutrients is shown in Table 1.

One must keep in mind that our bodies are made of cells. Foods must be digested or broken down to the basic nutrient chemicals needed by these cells to produce energy, repair themselves, reproduce, and carry out the processes of living.

All living things are made of different proportions of the same basic nutrients. Therefore, the parts of plants and animals we eat are built of the same nutrients that we need to maintain our body's cells. There are six categories of nutrients--carbohydrates, fats, proteins, minerals, vitamins, and water.

Two systems used to assure that the foods we eat supply enough of the nutrients we need are the food group system , and the nutrient allowance systems.

Food Group Systems

When we use the food group system to insure the adequacy of nutrients, we make sure we have a specific number of servings of certain categories or groups of food.

In the food group system, the principal raw foods (vegetables, meats, milk, fruits, etc.) and processed foods (cheese, breads, sausage, etc.) have been grouped according to the nonwater nutrients that they are rich in. In Table 1, five different ways for grouping foods are shown. Each way has its own history and reason for being. The Basic 7 system used by the Department of Health and Women and Infant Care (WIC) program in Hawaii as well as many places on the mainland, is the most discriminating method. At the opposite extreme is the Basic 3 system used in the Department of Education's (DOE) competency measures for grade 3 and throughout the trust territories.

The Basic 4 system is used in the DOE T.V. series, "Mulligan Stew". This is an older system emerging in the 1940's. The Basic 5 system is the latest contribution of the U.S. Department of Agriculture USDA (1979).

The Basic 6 system appears in the Health Guide of the DOE. It is very similar in structure to the Basic 7 system except that it does not separate out a Fat group. Fats are assumed to be included in the meat and milk groups.

In Table 1, the nutrients that each grouping of foods is rich in can be read from the "nutrients" column. For example, look at the Basic 3 system. Go group foods are cereals, breads, fats, and oils which are rich in the nutrients, carbohydrates and fats. Grow group foods are rich in proteins and minerals which are the major structural components of the body. The Glow foods are those rich in vitamins. In the Basic 4 system, the meat, poultry, egg, fish, dried bean groups provide foods rich in oils, protein, minerals, and vitamins A and B. The dairy product group also provides the same groups of nutrients but is especially rich in minerals. Fruits are rich in vitamins and minerals.

Nutrient Allowance System

In the nutrient allowance system, we keep track of the number of grams of each nutrient that must be consumed daily to ensure body health. These are known as RDA's or Recommended Dietary Allowances. This is a complicated system. First a serving of every food we eat has different amounts of the various nutrients. Carbohydrate, protein, fat, mineral, and vitamin needs of an individual vary according to a series of factors. These factors include age, sex, body weight, strenuousness of work and activity being done, and reproductive states of pregnancy and lactation.

For persons who are on vegetarian diets, it is necessary to keep track of the weight of certain specific proteins eaten. These separate protein allowances are called the EAAR Essential Amino Acid Recommendations which also vary according to body weight, age, and sex. Amino acids are the basic components of proteins. The body needs at least 22 different amino acids of which it can synthesize all but 8. These 8 are called the essential amino acids. Meats contain all the amino acids we need in the same approximate ratios our body uses them. Meats are therefore called complete protein sources--they contain all the essential amino acids. Food from plants are seldom complete. Vegetarians have to be quite selective of the kinds and weight of vegetables, beans, and nuts eaten to ensure an adequate amount of the 8 essential amino acids.

This nutrient allowance system is used by hospital dietitians in preparing meals since some patients cannot eat certain foods. It is also used by the School Food Service.

Because of the complication in calculating RDAs, the U.S. Department of Agriculture has come up with a compromise system called USRDA system. This system uses high RDA values as a daily normal recommendation to ensure adequacy for all age, sex, work, and maternity status groups. They are too high for infants, too low for those engaged in strenuous labor.

To use RDAs, USRDAs, and EAARs we must have access to nutrient tables which specify the nutrient content of various kinds of foods. To help instruct the public in nutrient values, the panels of many prepared foods, for example, cereal and vitamin supplements list the percentage of USRDAs met by one serving or other unit of their product.

Nutrients

To complete the picture of nutrients let us turn to a brief discussion of their function in the body.

Carbohydrates are used predominently as an immediate fuel or energy source. A small amount of fuel type carbohydrates may be stored in our liver. Each gram of carbohydrates produces about 4 Kcals or 4 Calories* of energy on burning. Our bodies require 1600-4000 Kcal or 4 Calories each day depending on age, sex, work, and maternity status. Sixty-five to seventy percent of this energy is recommended to come from carbohydrates.

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* 1 Kcal or Kilocalorie will heat one liter of water (about one quart) 1°C. Burning 1 gram of sugar will heat a liter of water 4°C. 1 Kilocalorie is equal to the older dietetic Calorie. The chemist uses a calorie (lower case c) which is 1/1000 the amount of heat produced by the older dietitic Calorie. Though the Kcal is the international standard we will use both notations to insure clarity.

Carbohydrates also play a crucial role in building our bodies; for example, the outer membrane of body cells are composed in large part of special carbohydrates. Some 4% of the nonwater components of our bodies are carbohydrates. Carbohydrates are made of chemicals called sugars. These sugars may be simple single units found in the fuel sugar glucose or blood sugar and the double units found in "sugar bowl sugar" or they may be complete or long chains of units found in starch. Digestion involves breaking carbohydrates down to single units so they can pass into the bloodstream. Our primary source of carbohydrates are the starches and simple sugars found in vegetable matter.

Fats are used in our bodies for many things. Fats in food may appear as solids called fats, or liquids called oils. They are a concentrated energy source providing 9 Kcal of energy for each gram burned. This is over twice as much energy per gram as carbohydrates and proteins. Fats act as an energy reserve in our bodies. Excess carbohydrate can be converted to fats to build up this body's reserves. These reserves can then be drawn upon during times of reduced food intake.

Fats are also a major structural material in our bodies. All of our cells contain large quantities of fats in their membranes and organelle or cell parts. There are some cells, the fat cells, that are mostly fat. These are fat storage centers. Fat cells make up the large sheets of adipose (fat) tissue that surround such vital organs as the heart, lungs, intestines, etc. These fat tissues insulate the organs from cold and act as shock absorbers. About 35% of the body's nonwater content is fat. Fat is added slowly to the body so most of the daily intake is used as an energy source.

In our bodies, fats and oils from foods are digested to form the chemical glycerin and fatty acids. These chemicals pass out of our digestive tract into the bloodstream which then delivers them to the cells. In the cell they are reassembled into our own body fats and oils. Large quantities of fats and oils are found in animal tissue, milk products, and seeds.

Proteins are the major building material of our body. Almost 50% of our nonwater weight is provided by protein. Every cell contains large quantities of proteins especially muscles, vital organs, skin, bone, hair, and nails. Proteins are a basic part of hormones, enzymes, and other body regulators.

When consumed in excess, protein can be used as an energy source or they can be converted to fat. A gram of protein produces about the same amount of energy as a gram of carbohydrate, 4 Kcal or 4 Calories. Protein, like fats, can be called upon as an energy reserve during periods of starvation.

Proteins are made of a network of chemical units called amino acids. In digestion, proteins are broken down to amino acid units. These units can pass through the wall of the intestine into the bloodstream which in turn delivers them to cells where they are reassembled into proteins. Principle source of proteins are meat, milk, and plant seeds.

Minerals are those chemicals other than water and nitrogen that plants remove from the soil. Living matter is first produced in plants. Animals eating plants simply rearrange the chemicals provided in the plant tissue. We human beings are eaters of both plant and animal matter and get our minerals from both sources. The major minerals in our body and some of their uses are listed here.

Calcium is the principle component of bones and teeth.

Chlorine is found in stomach acids and blood.

Magnesium is a component of bone.

Phosphorus is found in bone and the energy carriers of the body.

Potassium is found in blood and is essential to nerve operation.

Sodium is found in blood and is essential to nerve operation.

Sulfur is an important component of protein.

In addition to the major minerals there are trace minerals essential but needed in small quantities. A few of these are the iron in blood, iodine in the growth hormone, thyroxin, and fluorine in our teeth. Minerals make up 12% of our bodies' total nonwater weight.

Digestion and absorption of minerals is quite complex. Each mineral requires special condition to get into the bloodstream.

Our principal food sources of minerals are milk which is particularly rich in calcium and phosphorus, meats and vegetables. We also get minerals from such things as baking soda, table salt, and mineral supplements.

Vitamins are body regulators that must be taken into our bodies from our food. In a few cases, they can be manufactured in our cells but only under special conditions. For example, vitamin D is produced when our skin cells are exposed to sunlight. Vitamins perform a wide variety of functions a few of which are listed here.

Vitamin A is essential to growth, maintenance, and repair of tissues especially the skin, nose, throat, and lungs.

Vitamin B Complex is a group of 14 or more vitamins that are soluble in water and act similarly to regulate energy use, nerve impulse transmission, muscle tone of the intestinal tract, hair, skin, and eye growth, and the body's use of fat and protein.

Vitamin C is essential to the build up and maintenance of protein in skin ligaments, bone, and red blood cells as well as reduction of infections.

Vitamin D is essential to growth of bone, and helps in the use of calcium and phosphorus.

Vitamin E is essential to cellular use of oxygen and helps in healing wounds and protects tissue from certain poisons.

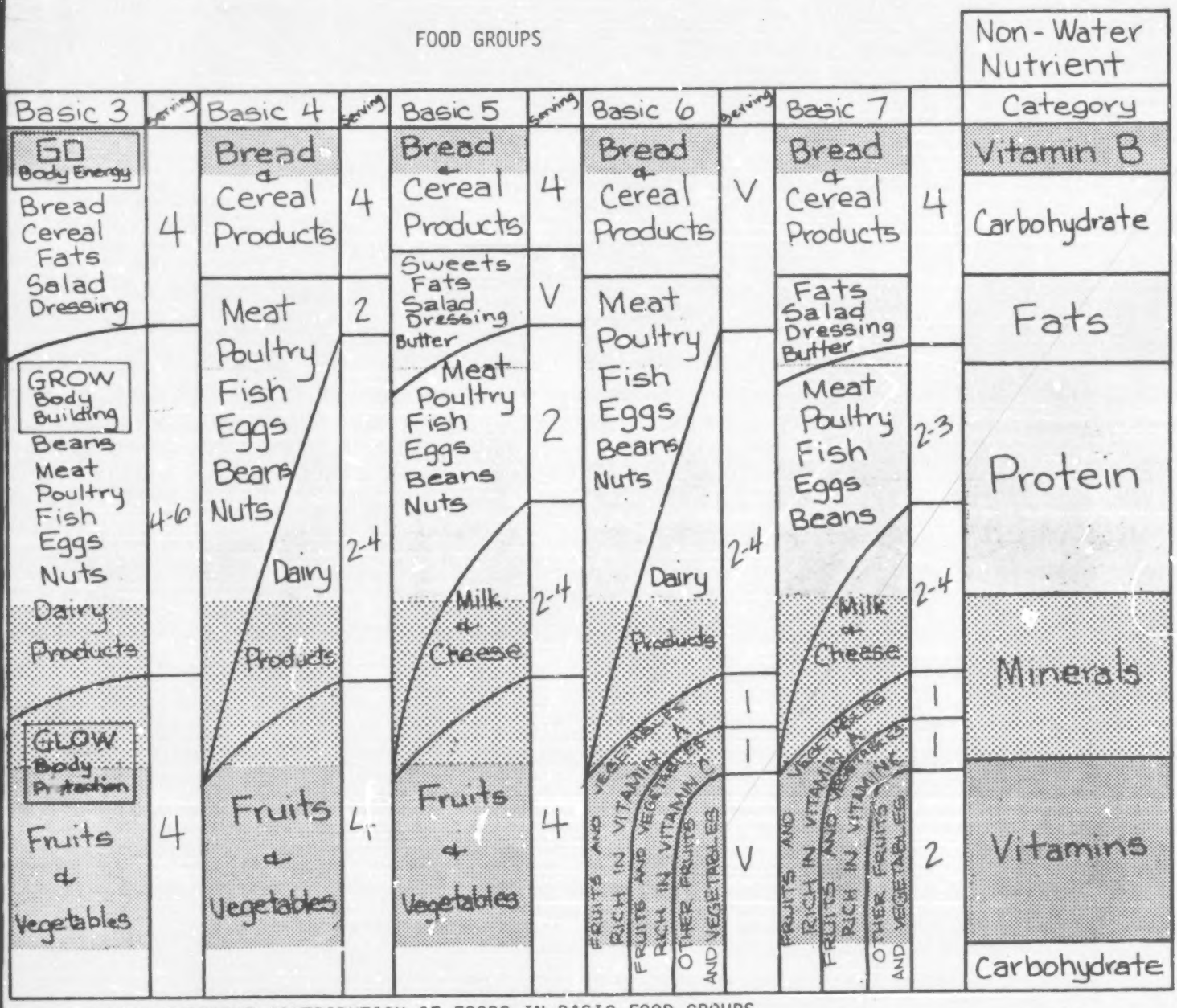
Vitamin K is essential to blood clotting.

Vitamins make up a tiny fraction of 1% of our body's weight. Vitamins are found in a variety of foods particularly visceral meats, milk, fruits, and vegetables.

Water. Water is classified as a nutrient but not as a food. It is the most important and abundant nutrient of our body. Without water death usually follows in 2-5 days. Without food one can live for about two months. Water makes up about 65% of the total body weight. Every cell is bathed in tissue fluids which are 90% water. It is in these tissue fluids that other nutrients and oxygen are dissolved. Tissue fluids come from and return to the bloodstream. The amount of water in body tissues varies from about 10% in bone to as much as 95% in some nerve cells. Water's utility comes from the fact that, 1) it is a liquid and can flow and carry solid material such as red and white cells, 2) it is a good solvent dissolving mineral, gases, and the other chemicals of life, 3) it is an abundant substance easily obtainable in foods and other sources.

An adult of 150 pounds or 68 kilograms contains about 45 quarts or 45 liters of water. This is 45 Kg. A 75 pound child contains half that amount. Each day a part of our water is lost in perspiration, urine, breath, and feces. The amount depends on the temperature and the work we do. A sedentary adult in mild weather may lose as little as 1 liter of water a day. A worker in the desert can lose up to 10 liters in a day. This water must be quickly replaced to maintain the health of the body. A loss of a quarter of the body's water usually results in death.

Source: Nutrition Education and Training, Department of Education.



MAJOR NUTRIENT CONTRIBUTION OF FOODS IN BASIC FOOD GROUPS.

Source: Nutrition Education and Training, Department of Education.

Level I
Section VI

MY ROLE AS PART OF A COMMUNITY AND COMMUNITY HEALTH

Incorporates portions of Concept 3, "Protection and Promotion of Health is an Individual, Community, and International Responsibility" and Concept 8, "Utilization of Health Information, Products, and Services is Guided by Values and Perceptions" of the School Health Education Study, copyrighted by the Minnesota Mining and Manufacturing Company.

Suggested for use in grade two.

SECTION VI - MY ROLE AS PART OF A COMMUNITY AND COMMUNITY HEALTH

INTRODUCTION

Section VI develops those skills necessary for students to realize their role in a community. Futhermore, the activities also demonstrate for students their role in the development of a healthy community through the use of health information, products and services available along with their personal values and perceptions.

All of this is accomplished through the view point that health is an individual as well as local and international responsibility.

RELATED OBJECTIVES

1. Foundation Program Objectives

   II. Develop a positive self-concept.

   V. Develop physical and emotional health.

   VII. Develop a continually growing philosophy such that the student is responsible to self as well as to others.

2. Student Performance Expectations for Grade 3

   FPO II

   - Describes what makes one feel good about self.
   - Describes personal characteristics that others feel good about.
   - Demonstrates social behaviors which encourage acceptance by others.
   - Gives examples of behaviors that illustrate respect for self and others.
   - Explains how people can help each other feel good about themselves.

   FPO V

   - Describes feeling well and some symptoms of physical and mental illness.

   FPO VII

   - Describes the role of the family and explains its relationship to the larger community.
   - Explains the need for order in any group situation.
   - Follows school and classroom rules.

3. Health Objectives

- Defines the meanings of health and of community.
- Describes the relationships of health and community.
- Identifies familiar health problems which are joint responsibility of individuals and groups.
- Recognizes local community efforts designed to meet common health needs.

4. Related Objectives/Performance Expectations

Social Studies

- Describes the role of the family and explains its relationship to the larger community.
- Explains the relationship between individual rights and responsibilities in a group situation.
- Identifies and uses data gathered from many sources in seeking possible solutions to a social problem.
- Raises questions related to a social problem based on data gathered from various sources.
- Distinguishes statements of fact from opinion when reviewing information for solving a social problem.
- Gathers information from various sources and organizes the data related to a social problem.
- Distinguishes between relevant and irrelevant data when reviewing information for solving a social problem.

COMMUNITY IS

OBJECTIVES

Students will:

- Identify ways in which health means different things to different people in different environments such as not feeling sick or having a disease, or feeling well and happy.

- Recognize that a person is part of many kinds of communities at the same time, and is affecting and being affected by these communities.

MATERIALS

Chart paper, paste, scissors, magazines, film or filmstrip and projector.

DESCRIPTION OF ACTIVITY

1. Have students cut and paste pictures showing health of people. Group pictures according to physical, social or emotional health. Ask if some are interrelated. Relate pictures to state of health--appear well and strong, upset or angry, tired, sick. Discuss term--wellness. Is one at the same level of wellness everyday--why, why not?

2. Show a film or filmstrips from current A-V list on communities and cities. Follow this by having students in groups describe a community. Is a family a community? a school? a neighborhood? an island? Have reports from each group. This can be related to social studies.

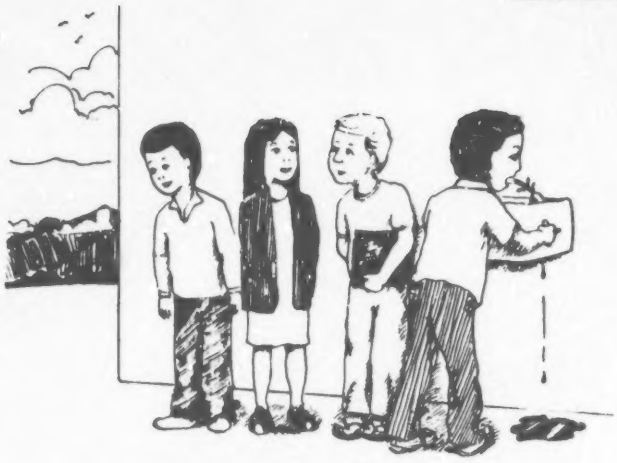
3. Assign each group a subject or problem to be solved relating health to community, e.g., what can be done: (1) to reduce the number of colds at this school; (2) reduce the number of accidents; (3) reduce pollution in a neighborhood; (4) prevent dental decay.

4. Carry out, if possible, one of the programs to see how effective it can be.

Evaluative Activity

Prepare individual definition of health, community.

**SHOWING RESPECT



OBJECTIVE

Students will:

- Discuss ways we show respect for ourselves and each other.

MATERIALS

Chart paper, marking pens.

DESCRIPTION OF ACTIVITY

1. List the rules of your classroom on a chart. Use the chart as a stimulus to discuss ways our behavior shows respect for ourselves and others. Define respect for the students (to show consideration for, to regard, to honor, to listen to, to esteem, to avoid violation of).

2. You may wish to use the following questions to stimulate the discussion. Reinforce the students when they listen to each other during the discussion.

   a. If the teacher is busy helping a student with his/her work, what are some ways other students can show consideration for the student and the teacher?

   b. When the principal comes to the classroom to talk with the teacher, what are some ways the students might show respect?

   c. When a student is having trouble reading his/her assignment, how can his/her classmates show that they want to be helpful?

   d. When a student falls down on the playground, how can the other students show that they care for his/her feelings.

   e. How do you feel when someone tells you to shut up?

3. At the conclusion of the discussion, ask the students to make a list of words that are used to show respect for ourselves and others. Display the list in the classroom and encourage students to add to the list as they learn other respectful words during the week.

ADDITIONAL LESSON IDEAS

1. Make a Collage. Have students make a collage showing respect and disrespect (students may draw pictures, cut pictures from magazines, etc.).

2. Concern for Another. Do the activities in Arthur Mann's Affective Education: Classroom Guidance for Elementary School Students, Grade 2, pp. 117 - 121. These lessons emphasize that concern for one another brings enrichment to people's lives.

3. Respect for Each Other. Have each student note one example of someone showing respect for him/her. Have students share their examples at the end of the day.

REFERENCES AND RESOURCES:

Developing Understanding of Self and Others (DUSO) D-2, Unit 11: Toward Friendship: Understanding Peers: includes a lesson which emphasizes that giving does not require receiving. This multimedia kit is available from American Guidance Service, Inc.

**Adapted from Foundation Program: Career Education and Guidance Guide, Grades K-3, pages 65-66.

Level I
Section VII

How My Environment and My Behavior Affect My Health and Safety

Incorporates portions of Concept 4, "The Potential for Hazards and Accidents Exists, Whatever the Environment," Concept 5, "There are Reciprocal Relationships Involving Man, Disease, and Environment," and Concept 8, "Utilization of Health Information, Products, and Services is Guided by Values and Perceptions" of the School Health Education Study, copyrighted by the Minnesota Mining and Manufacturing Company.

Suggested for use in grades two or three.

SECTION VII - HOW MY ENVIRONMENT AND MY BEHAVIOR AFFECT MY HEALTH AND SAFETY

INTRODUCTION

The person, regardless of what social, economic, gender or age group he/she represents, needs to know how to protect himself/herself from unhealthy situations. This section develops in students the skills (problem-solving, communication, independent learning) necessary to overcome, as well as avoid, unhealthy situations that exist, whatever the environment. Again, as in most sections of this guide, the teacher begins where the student is and then develops those skills lacking in order for students to handle hazardous and accident prone situations.

RELATED OBJECTIVES

1. Foundation Program Objectives

   I. Develop basic skills for learning and effective communication with others.

   II. Develop a positive self-concept.

   III. Develop decision-making and problem-solving skills.

   IV. Develop independence in learning.

   V. Develop physical and emotional health.

   VI. Recognize and pursue career development as an integral part of the student's total growth and development.

2. Student Performance Expectations for Grade 3

   FPO I

   - Responds to simple oral directions.
   - Uses language appropriately in communicating an idea, experience, or information.
   - Responds to oral direction, descriptions, non-verbal messages, and common visual symbols.
   - Writes a short paragraph on a topic with adequate punctuation.

   FPO II

   - Describes self in terms of one's abilities in physical activities, academic work and social relationships.
   - Describes personal behaviors which need to be changed or improved upon and develops possible ways to change them.
   - Describes what one likes to do with friends and family.
   - Describes some of the ways in which people are alike and different.

FPO III

- Identifies a simple problem.
- Collects information needed to solve the problem.
- Determines relevant information and draws conclusions which solve the problem.
- Identifies possible alternatives for solving the problem.
- Makes inferences for each alternative and selects a solution based on information collected.
- Checks reliability of conclusions derived.

FPO IV

- Shows curiosity by asking questions.
- Asks questions to gather information.

FPO V

- Follows safety precautions and rules.
- Identifies some agencies which help to protect personal health and safety.
- Names familiar people or occupations which promote, protect, and maintain health.
- Identifies a few common sources of health information.
- Identifies personal health practices which contribute to physical and emotional health.
- Describes the role and responsibilities of individuals within the family and how each contributes to the physical and emotional health of other family members.

FPO VI

- Identifies various occupations which are of interest to the student.
- Compares job-related skills among various workers in the community.
- Describes various activities performed by people in the home, school, and community.
- Describes how some adults the student knows feel about working for a living.

3. Health Objectives

- Distinguishes between being ill and being well.
- Identifies factors which affect wellness.
- Discusses ways in which disease-causing organisms can be transmitted from person to person.
- Identifies ways in which a person can protect himself/herself and others from disease.
- Describes what accidents are and the need for their prevention and control.
- Detects environmental factors which affect health and safety.
- Indicates hazards existing in the home, school, and community.
- Identifies procedures which help protect personal health and safety and that of others.
- Is aware that groups exist to help prevent accidents and eliminate or control hazards.
- Is aware of the variety of health personnel involved in solution of community problems.
- Names familiar people who promote, protect, and maintain health.
- Is aware that there are differences among health products and among health services.
- Identifies various sources of health information.
- Recognizes that laws and regulations exist to protect the consumer.

4. Related Objectives/Performance Expectations

Guidance

- Develop appreciation for flexibility and adaptability in social relationships.
- Develop understanding of community workers.

Social Studies

- Identifies a problem facing the class or school.
- Lists the steps for resolving a problem in the class or school.

- Identifies and describes the major roles and functions for each member of a family group.

- Describes and accepts ways in which people are alike and different.

- Describes the behavioral characteristics that one believes would contribute most towards a positive feeling of self.

- Explains how friends can influence one's behavior and how that affects feelings about self.

- Explains how the various members of the family influence how one feels about self.

Science

- Observe and describe changes in the properties of objects.

- Identify differences and likenesses in a variety of objects.

- Verbally communicate the properties of objects and observed changes.

- Make picture stories and records of observations and investigations.

- Make charts of classroom investigations.

- Sequence observed changes in materials and systems both verbally and in writing.

Environmental Education

- Lists a number of environmental factors which may affect the emotional or physical health of human beings.

- Describes environmental factors such as: use of resources, pollution, environmental management and control, and the quality of life (human interaction with the environment).

PREVENT INJURY

OBJECTIVES

Students will:

- Describe what accidents are and the need for their prevention and control.
- Describe certain characteristics of an accident.
- Identify some common elements of an accident and physical, mental and social effects.

MATERIALS

Skateboard, marbles, baseball bat.

DESCRIPTION OF ACTIVITY

1. Divide class in groups of four. Each student describes an accident involving himself or herself, the hazard involved; his/her feelings at the time of the accident; the injury which resulted and how it might have been prevented. Have group reports of preventive measures.
2. Demonstrate or have others demonstrate safe use of things which give us pleasure but can also lead to an injury if one is not careful--such as skateboards, a new bike, diving and swimming items.
3. Display items such as marbles, jacks, baseball bat for students to analyze. Ask students how they might be hazardous.
4. Group the physical, mental-emotional and social effects of some case examples of accidents provided by students, from newspaper, etc.
5. Discuss cause, effects and possible preventive measures of injuries which occur to students during the school year.
6. Develop through these activities the concept of an unplanned yet preventable event which usually results in an injury. The injury may be minor, with no time lost from school or work, or may be major requiring a doctor's care.
7. Safety films are available from the Department of Health, Health Promotion and Education Office. See "Skateboard Safety."

WHAT'S AROUND US

OBJECTIVE

Students will:

- Identify some environmental factors which may be beneficial to people, some of which may be a hazard.

MATERIALS

Booklets on poisonous plants and other poisonous things.

DESCRIPTION OF ACTIVITY

1. Discuss and list items which nature has provided that are beneficial (air, sun, water, etc.).

2. Use the same list to identify items that can also be harmful--how and when.

3. Identify and apply general locations of poisonous plants. Use the booklet "Poisonous Plants of Hawaii (Department of Health)" or other reference. Point out that certain parts of the plant are more harmful than others. Develop criteria to judge possible poisonous plants not listed or hazards to avoid.

HOME SAFE!

OBJECTIVE

Students will:

- Identify accidents in and around the home which are the leading cause of injuries and sometimes result in death.

MATERIALS

Drawing paper, pens or crayons.

DESCRIPTION OF ACTIVITY

1. Divide the class into groups. Assign each a room or place in the house and yard. Ask each group to describe as many potential hazards in the area as possible. Places to consider are kitchen, bedroom, bathroom, living room, garage and driveway, yard. Have students draw these and place hazardous items in that area.

2. Study a variety of items and labels which may not have been mentioned by the students such as aerosol spray cans, pills or liquid medicines, plastic covers used by dry cleaning firms which could cause suffocation to small babies.

3. List people of different age groups: babies, children, grownups, old folks. Ask students to characterize special precautions each must take to avoid accidents or precautions others should take for them.

4. Draw or describe how human carelessness results in human-made items being hazardous or causing injuries and preventive measures which should be taken.

   a. Automobiles, bikes, skates, etc.

   b. Items left carelessly to cause someone to slip and fall such as on the stairway, spilled water not wiped up.

   c. Irons and pots which cause burns, etc.

   d. Poisonous household substances: medications, bleach, pesticides, ammonia, etc.

Evaluative Activity

Ask students to describe from magazine pictures beneficial and hazardous factors shown.

Report on student's home accident prevention activities.

COMMUNITY HELPERS

OBJECTIVES

Students will:

- Recognize that although all organized groups or institutions are concerned with and make provisions for the safety of their members, certain groups are organized with protection or safety education as their primary concern.

- Recognize that certain emergency medical care "First Responders" (i.e. firefighters, police officers, lifeguards, ambulance paramedics, the Hawaii Poison Center, etc.) should be accessed to provide their assistance when severe accidents or other medical emergencies occur. (In most instances, the easiest way to reach these first responders is by telephone.)

- Recognize and develop a respect for those who are engaged in certain careers or occupations to help protect and promote health and safety of the individual.

DESCRIPTION OF ACTIVITY

1. Discuss:

   a. Who is responsible for warning us if a tidal wave might be coming? (Civil Defense Agency)

   b. Who helps out when people are evacuated from a flooded area? (American Red Cross, Civil Defense Agency, schools)

   c. Who would help if a tourist bus crashed and many people were hurt? (Police, ambulance service, hospital)

   d. How does one obtain an ambulance? (By dialing the appropriate emergency ambulance number for the area. All "appropriate" emergency numbers are listed in the inside front covers of telephone directories published in the state.)

e. How does one contact the police? (By dialing the appropriate emergency number for the police department. Differentiate emergency number from other business numbers of the police department.)

f. What should one do in case of a fire? (Alert all others in the burning building, get out and go to a neighbor's house to call the fire department. The burning structure should be left immediately; time should never be wasted calling from the burning structure.)

g. What should one do in the case of a poisoning? (Call the Hawaii Poison Center - on Oahu, by dialing 911, from the Neighbor Islands, the toll free number found on the inside front cover of the telephone directory.)

h. What do you think will happen when you call an emergency number? (An operator or dispatcher will ask questions to verify, locate, and determine the nature of the emergency.)

i. What kind of questions do you think the operator will ask? (The specific location of the emergency; the nature of the emergency; the callback number; name of the caller.)

2. Coloring books entitled "The Telephone is Your Friend!" for students in grades K-2, and comic books entitled "Your Friend the Telephone for students in grades 3-6 can be obtained from the Community and Government Relations Department of the Hawaiian Telephone Company. Both booklets provide information on telephone use in emergencies. Also available is the Teletrainer, with which telephone conversations can be simulated and students trained through role-playing in emergency and other real-life telephone situations.

3. Have students list or draw a mural of the "protectors" in the island. From resources make a master list of the similarities and differences between the protectors and requirements for careers or positions.

4. Ask each student to describe a "protector" he/she feels important and/or would like to be. These letters may be mailed to the heads of those departments-- Police, Fire, Lifeguards, Nurses, Janitors, Truck Drivers, etc. or a field trip to observe the "protector" at work may be planned.

5. Clip news articles (on Police, Civil Defense, Fire ... during disasters) and share them with the class. Discuss the role of these "protectors". See page G-29 for other "protectors".

SAFETY PROCEDURES

OBJECTIVES

Students will:

- Avoid certain behavior which might contribute to an injury at school.
- Follow certain basic safety procedures.

MATERIALS

Film or filmstrip on school safety.

DESCRIPTION OF ACTIVITY

1. Discuss factors contributing to safe or unsafe behavior in school: running instead of walking which may cause an injury in certain areas; watching where one is going or what one is doing; using playground equipment correctly and with consideration for others; playing games and sports on playground safely; picking up glass and nails.

2. Ask students to suggest what they feel a film or filmstrip on safe school behavior should contain prior to viewing. Compare their ideas after film showing with film or filmstrip.

3. Tour school buildings and grounds. Point out hazards or potential hazards. Look especially for stairs, uneven walks or ground, any fixture protruding from buildings or walls, playground equipment.

4. Discuss the reasons for "procedures" such as fire drills; limiting capacities of public rooms; having speed limits on highways, through sentence completion "What would happen if . . ." or other method.

SAFETY FIRST

OBJECTIVE:

Students will:

- Identify certain other places beside home and school which can be hazardous. (Streets, roads, and driveways are very hazardous. Also, because Hawaii is a State surrounded by water, students should be familiar with safety practices in or near the water.)

DESCRIPTION OF ACTIVITY

1. Encourage students to learn to swim through class, individual, or school learn-to-swim campaigns or drownproofing classes, if available in grade four.

2. Invite speakers to demonstrate rescue methods everyone should know and have students practice them.

3. Discuss water safety procedures: Never swim alone; never swim in a strange place without someone who knows the area; abide by warnings posted on dangerous beaches; check the beach for Portuguese man-of-war, oil deposits or other items which may make swimming hazardous or unpleasant; talk with the lifeguard to obtain beach information; use guarded beaches. Test rescue methods and water safety procedure.

4. Utilize "Kaleo's Safe Walking Kit," if available. See description of content and relationship to other subject areas on the following pages.

5. Provide information and discuss practices for highway safety as a pedestrian, bicycle rider, and automobile passenger. Stress the importance of using seat belts as a passenger. Films, speakers and observations on field trips can be employed.

CONTENT OF "KALEO'S SAFE WALKING KIT"

PEDESTRIAN SAFETY EDUCATION PROJECT

Lesson	Title	Behavioral Objectives	Other Subject Area/ Foundation Program Objectives (FPO)
1.	RULES AND RESPONSIBILITY	Children will understand the need for rules and state the individual's responsibility for following them.	Social Studies: Society develops rules to help individuals and groups to perform their roles and functions. There are consequences for those who violate rules. FPO V - Grade 3: Follows safety precaution and rules. FPO VII - Grade 3: Follows school and classroom rules.
2.	WHAT IS A PEDESTRIAN?	a. Given a set of illustrations, the student will correctly identify the pedestrians. b. The student will be able to state the rules and courtesies expected of a pedestrian.	Science: (Classifying) Students should be able to classify or sort objects or events through the identification of similarities and differences in their properties. Oral Communication: Responds to meanings conveyed by pictures. Responds to oral instructions and requests. Shares information. Uses appropriate vocabulary in describing people, places, objects and actions. FPO VII - Grade 3: Explains the need for order in any group situation. Describes and accepts ways in which people are alike and different.

Lesson	Title	Behavioral Objectives	Other Subject Area/ Foundation Program Objectives (FPO)
3.	DIRECTIONALITY	Given specific examples of directionality activities, the child will be able to perform orally, physically, or in written form, the activity with a reasonable degree of accuracy.	Science: (Using Space-Time Relationships) Identify the position of an object relative to several other objects at the same time. FPO I - Grade 3: Responds to oral directions, descriptions, non-verbal messages, and common visual symbols.
SIGNALS AND SYMBOLS			
4.	TRAFFIC SIGNAL LIGHT *Flannel board cut-outs - "Red Means Stop" (#7)*	a. The child will know the meaning of the red, yellow, and green lights in a traffic signal. b. The child will know the correct color in proper order. c. The child will be able to respond correctly when he/she sees the red, yellow, and green signal.	Art: Color - reflections of light described in terms of hue, intensity (bright or dull) and value (light or dark). Also, students in the primary grades typically utilize symbols to represent what they see... FPO I - Grade 3: Responds to oral directions, descriptions, non-verbal messages, and common visual symbols.
5.	WALK-DON'T WALK SIGNAL *Traffic Signs (#12)*	Using a worksheet showing a large drawing of a walk-don't walk sign, students will indicate their understanding of how a pedestrian would react correctly to each instruction.	Social Studies: Society develops rules to help individuals and groups to perform their roles and functions. There are consequences for those who violate rules. FPO I - Grade 3: Responds to oral directions, descriptions, non-verbal messages, and common visual symbols.

Lesson	Title	Behavioral Objectives	Other Subject Area/ Foundation Program Objectives (FPO)
6.	TRAFFIC SIGNS *Traffic Signs (#12)* *Puzzles (#3)*	The child will be able to match and name geometric shapes to the appropriate signs. The child will be able to identify the traffic signs and relate proper behaviors to them.	Math: (Geometric Figures) Searches the environment for examples of basic geometric figures. FPO I - Grade 3: Responds to oral directions, descriptions, non-verbal messages, and common visual symbols. Identifies and compares plane and solid geometric figures in the environment.
DECISION MAKING AND AUDITORY DISCRIMINATION			
7.	DISTINGUISHING SOUNDS *Cassette: Traffic Sounds for Problem Solving (#9)*	The child will be able to distinguish between important noises in the traffic environment and unimportant background noises after a series of learning experiences.	Language Arts: (Listening) To assist learners to use reading and listening to gain information and knowledge to understand themselves and listening by "obligating" them to guess, thereby bringing their language and experiences into play. FPO I - Grades K-3: Responds to oral directions, descriptions, non-verbal messages and common visual symbols.
8.	DISTANCE-SPEED-TIME *Speed Gap Model (#1)*	The child will be able to apply in an actual street situation the safe distance concept, after experiencing activities that develop awareness of distance-speed-time.	Math: Recognizes relative times of events. Science: Describes the changes in the position of an object. Identify a prediction which could be made on the basis of a particular set of observations.

Lesson	Title	Behavioral Objectives	Other Subject Area/ Foundation Program Objectives (FPO)
			FPO I - Grade 3: Measures, reads and compares lengths, temperatures, masses, capacity, times of events, and quantities of money. Estimates measurements and does arithmetic mentally.
HAZARDS AND DEFENSIVE BEHAVIOR			
9.	HAZARDOUS SITUATIONS	Given a picture containing a number of safety hazards that could be experienced on the way to school, the student will be able to identify the hazards.	Science: Identify a prediction which could be made on the basis of a particular set of observations. Construct one or more inferences from observations. Oral Communication: Responds to meanings conveyed by pictures. Responds to oral instructions and requests. Shares own experiences. Uses language appropriately in communicating an idea, experience or information. Uses appropriate vocabulary in describing people, places, objects and actions. FPO III - Grade 3: Identifies a simple problem.
10.	CONDITIONS OF POOR VISIBILITY *Reflective tape (sheets)*	a. The child will be able to describe how various weather conditions affect his/her behavior and to identify the dangers that are present for the pedestrian during, after dark and twilight conditions.	Science: Construct one or more inferences from observations. Identify a prediction which could be made on the basis of a particular set of observations.

Lesson	Title	Behavioral Objectives	Other Subject Area/ Foundation Program Objectives (FPO)
		b. The child will demonstrate or describe appropriate defensive pedestrian behavior in twilight and after dark situations.	Oral Communication: Responds to meanings conveyed by pictures. Responds to oral instructions and requests. Shares own experiences. Uses language appropriately in communicating an idea, experience or information. Uses appropriate vocabulary in describing people, places, objects and actions. FPO III - Grade 3: Determines relevant information and draws conclusions which solve the problem. Identifies possible alternatives for solving the problem.
11.	EMERGENCY INFORMATION	a. A student can recite his/her name, address, and telephone number. b. With a verbal description of an emergency situation, the student will demonstrate or describe proper emergency measures.	Social Studies: The child will explain how the family group teaches him/her the social behavior of his/her culture. FPO I - Grade 3: Uses language appropriately in communicating an idea, experience, or information. FPO III - Grade 3: Determines relevant information and draws conclusions which solve the problem.
12.	STRANGERS	Students will understand that safe pedestrians accept rides offered only from persons with whom their parents have given them permission to ride.	Social Studies: The child will identify the many roles he/she lives and the accompanying roles (codified and uncodified) which determine his/her social behavior.

Lesson	Title	Behavioral Objectives	Other Subject Area/ Foundation Program Objectives (FPO)
			FPO III - Grade 3: Identify a simple problem. Determines relevant information and draws conclusions which solve the problem.
13.	SAFEST ROUTE *Gameboards - "Safest Route" "Shortest Route" (#2)*	The child will determine the safest route for walking home from school and other frequently traveled places.	Science: Draw a simple map of a scene to scale. Communicate and share ideas through graphs, drawings, or displays. FPO III - Grade 3: Identifies possible alternatives for solving the problem. Makes inferences for each alternative and selects a solution based on information collected.
14.	EMERGENCY VEHICLES	a. Given a description involving an emergency vehicle on the way to an emergency, the student will decide the proper action a pedestrian should take. b. The child will demonstrate what "yield right-of-way" means.	Science: Identify a prediction which could be made on the basis of a particular set of observations. FPO III - Grade 3: Determines relevant information and draws conclusions which solve the problem.
15.	WALKING ALONG A HIGHWAY	The child will state the extra caution necessary for walking along a highway.	Science: Apply what is learned to a new situation--such as applying a generalization or principle to a new problem. Oral Communication: Responds to meanings conveyed by pictures. Responds to oral instructions and requests. Shares own experiences.

Lesson	Title	Behavioral OBJECTIVES	Other Subject Area/ Foundation Program Objectives (FPO)
			Uses language appropriately in communicating an idea, experience or information. Uses appropriate vocabulary in describing people, places, objects and actions. FPO III - Grade 3: Makes inferences for each alternative and selects a solution based on information collected.
SAFETY PERSONNEL			
16.	SAFETY PERSONNEL	a. The child will identify those persons who have important jobs in traffic safety. b. The child will list or recite ways in which each of those safety personnel contribute to the safety and well-being of a pedestrian.	Social Studies: The child will describe how the contributions/ experiences of other people influence his/ her life. FPO V - Grade 3: Names familiar people or occupations which promote, protect, and maintain health.

**WHY I FEEL LIKE I DO

OBJECTIVE

Students will:

- Identify and describe things in life that cause stress.

MATERIALS

Prepare a two-sided response sheet and duplicate enough copies for each student. A happy face should be on one side, a sad face on the other. Examples on pages A-19 and G-22.

DESCRIPTION OF ACTIVITY

1. Involve students in a discussion about the range of emotions they often experience. You might even invite them to share experiences they can recall where stress and lack of stress caused them to feel a certain way. Eventually name a certain feeling such as "dislike for all school activities," and help students identify and describe how stress may cause that feeling.

2. Pass out the response sheets. Tell the students to reveal their responses to different situations by showing you the faces that best describe their feelings.

   a. I forgot my homework.

   b. I overslept and was late for school.

   c. I had a good breakfast before coming to school.

   d. I didn't listen to the directions and can't do what the teacher asked me to do.

   e. I played "pitch and catch" with my dad.

   f. I washed the dishes when my mother asked me to help.

   g. I was kind to a friend, and he/she said, "thanks".

3. Extend the activity by continuing to discuss on other days situations that both cause and alleviate stress in life.

ADDITIONAL LESSON IDEAS

1. View an ETV Lesson. View lesson 3: "Spinning Stories" from Maryland State Department of Education's ETV series Spinning Stories. This lesson presents four stories in which the characters meet and deal with difficult situations. Pages 14-16 of the Teacher's Manual provide initial and extended activities and resources.

2. Create Endings. Read parts of stories which describe a problem situation. Then have students create endings and tell how the situations might be resolved.

REFERENCES AND RESOURCES

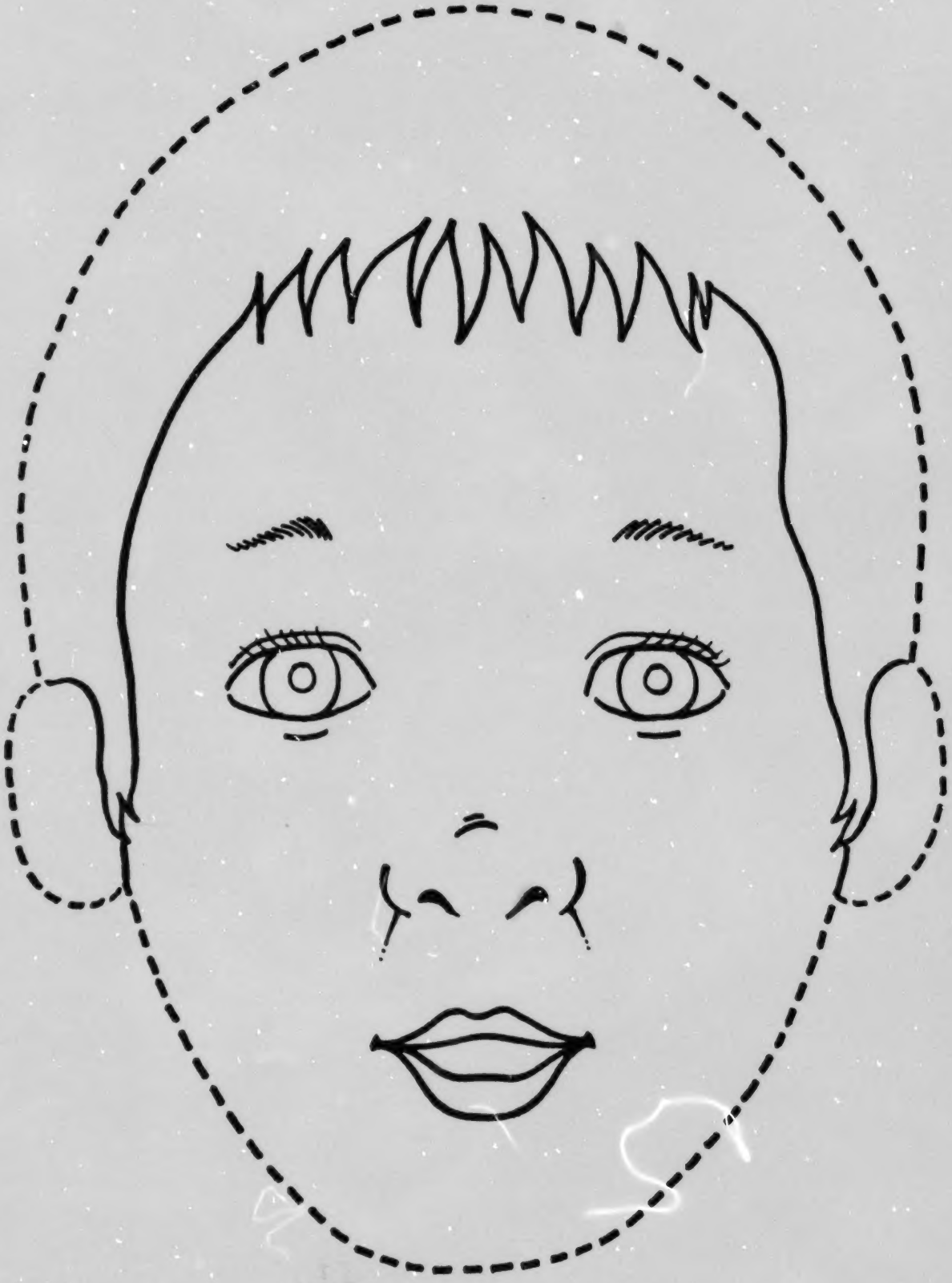
1. "Learning About Yourself" from the series Sesame Street Skills for Learning from Guidance Associates. This filmstrip is about feelings--coping with anger and feelings of failure.

2. "Who Am I?" from Unit 1 of the Kindle series available from Scholastic Book Services. This filmstrip deals with handling emotions.

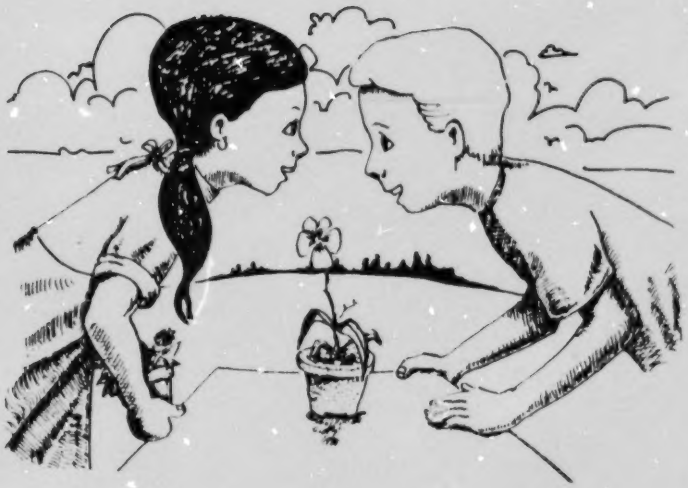
3. "Unit VII: Toward Emotional Stability: Understanding Stress" from Developing Understanding of Self and Others (DUSO-2) available from American Guidance Service, Inc. This is a multi-media kit utilizing cassettes or records, posters, puppets, role-playing cards, and discussion pictures. The activities in this unit deal with exploring the nature of emotions and effective responses to stress and change.

**Adapted from Foundation Program: Career Education and Guidance Guide, Grades K-3, pages 67-68.

HAPPY FACE



**FEELING GOOD ABOUT THEMSELVES



OBJECTIVES

Students will:

- Identify things that make them feel good about themselves.
- Recognize why others feel good about themselves.

MATERIALS

1" x 8" strips of paper (one for each student).

DESCRIPTION OF ACTIVITY

1. Put a "thumbs-up" symbol on a bulletin board with "Feeling Good" as the heading. (You might want to copy the following illustration.)

2. Ask the students to name one thing that makes them feel good about themselves. They should write what they name on 1" x 8" strips of paper. (Lisa feels good when she is friendly; Randy feels good when he gets his work done on time; Mona feels good when she completes her addition assignment.) All strips are then attached to a bulletin board.

3. Conclude the activity by pointing out that we like to feel good about ourselves, and that we like to know what makes our friends feel good about themselves.

ADDITIONAL LESSON IDEAS

1. Learning to Cope. Do the activities in Arthur Mann's Affective Education: Classroom Guidance for Elementary School Students, Grade 2, pp. 99-102. The activities emphasize that a positive self-concept is built on learning to cope adequately with physical needs, feelings, and social relationships.

2. Draw a Name. Put the names of each student in a hat or container. Have each student draw a name. When a child draws a name, he/she is to describe one positive thing about the person whose name he/she has drawn.

3. Discuss the importance of being sincere when pointing out people's positive qualities.

REFERENCES AND RESOURCES

Developing Understanding of Self and Others (DUSO) D-2, "Unit 1: Toward Self-Identity: Developing Self-Awareness and a Positive Self-Concept" includes a lesson on developing self-acceptance through accepting the courage to be imperfect. This multi-media kit is available from American Guidance Service, Inc.

**Adapted from Foundation Program Career Education and Guidance Guide, Grades K-3, pages 69-70.

SICK AND TIRED

OBJECTIVES

Students will:

- Recognize that individuals feel differently at different times and these different feelings may be comfortable or uncomfortable.
- Identify that when a person is ill, others show different feelings towards her/him and carry out different activities than when the person is well.

MATERIALS

Chalkboard or transparency, marker.

DESCRIPTION OF ACTIVITY

1. Describe and compile list on chalkboard or with blank transparency as students report how they feel when they feel well; when they feel sick.
2. Relate these feelings to causes resulting from physical effects (disease, injury, allergy), social situations, emotional effects.
3. Depict and discuss something one can do when one is well but cannot do when one is ill. Prepared transparencies may be used instead.
4. Compare the effects of illness in a student and the effects of same illness in adults.
5. Describe differences in useful anxiety (avoiding hazards and dangerous situations) and destructive anxiety (unnecessary worry and fear).
6. Role play and discuss brief situations showing how sick individuals affect those around them.
7. Ask student who comes back to school after an absence due to illness or injury to describe how he/she felt and how others reacted to his/her illness or injury.

Evaluative Activity

Sentence completion or paragraph completion:

When I feel well I can . . .

When I am sick or hurt I cannot . . .

I AM RESPONSIBLE FOR MY HEALTH

OBJECTIVES

Students will:

- State factors which can cause illness and ways to avoid them.
- Relate natural protection against disease to wellness.
- Recognize individual's behavior can prevent illness or minimize its effects.
- Know some of the things a person must do for himself/herself.

MATERIALS

Chart paper, markers, body models, pictures, writing paper, pencils.

DESCRIPTION OF ACTIVITY

1. Compare human body to an automobile. Discuss value placed on machine or body.
2. List and discuss ways the human body keeps out harmful substances and germs: eyelids, small openings and hair in nostrils; mouth, teeth, choking and cough reflexes; skin and nails, etc.
3. Study the five senses and evaluate in detail how each protects us, helps us, gives us pleasure, using models, films, filmstrips, exhibits, posters or pictures.
4. Chart with samples ways students can protect themselves from:
   a. People who are ill with communicable disease.
   b. Substances causing allergies.
   c. Air with toxic fumes, water or food with germs.
5. Discuss psychosomatic illness.
6. Discuss in small groups what "taking responsibility" means, what "individual health practices" means.

Evaluative Activity

Participation in activities; recognition of concepts.

Ask each student to write, tell or draw a description of "what staying healthy means to me." No grade should be given. Teacher can be apprised, through this, of child's self-concept and his/her value of health.

THE TRIANGLE THEORY

OBJECTIVES

Students will:

- Recognize means of direct person-to-person transmission of disease.
- Recognize that only some bacteria and no virus can be seen under a microscope, but in spite of their size, their effects are observable.
- Recognize the process of indirect transmission of disease.

MATERIALS

Posters or film, chart paper, markers, agar plates, swab, magnifying glass or microscope, reference books.

DESCRIPTION OF ACTIVITY

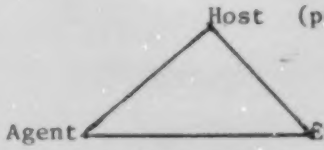
1. Use poster or film showing how colds and other respiratory diseases (streptococcal diseases, tuberculosis) are transmitted by coughs and sneezing. Discuss ways to avoid these.
2. List other diseases which are caught by person-to-person contact and the consequences of illness.
3. Show on agar plates how bacteria grow: from a thumb print, a swab from a dish or glass, from someone's cough.
4. Have students use a magnifying glass or small microscope to look at familiar objects and identify what they are able to see that is not seen by the naked eye.
5. Relate triangle theory of transmission (see below) to breaking chain of transmission in one of four ways by:
   a. Diseases passed through animals.
   b. Diseases passed through water, milk or food.
   c. Diseases passed through vectors: rats, mosquitoes, etc.
   d. Diseases spread through contaminated articles such as eating and drinking utensils.

6. Assign each student or pairs of students a disease to study: how it is spread; what can be done to break the chain of infection; what is present status of research efforts.

Evaluation Test on triangle theory understanding.

Notes to Teacher

Use triangle theory where applicable to older students.



(Bacteria, virus, etc.) (Water, milk, food, etc.)

This graphic representation is to help understand how the spread of disease can be broken.

E.g., immunization breaks transmission from Host (people) to Environment and to Agent.

Milk pasteurization prevents spread of disease from Environment to people.

Handwashing blocks Agent from Host.

OUR PROTECTORS

OBJECTIVES

Students will:

- Identify ways an individual's health is protected by others.
- Know people who help to protect our health.

MATERIALS

Film or guest speakers, chalkboard.

DESCRIPTION OF ACTIVITY

1. Compare water supplies in Hawaii and selected other countries. Discuss who protects our water supply and the benefit to the people.
2. Show film on milk processing--who protects us against contaminated milk?
3. Explain the necessity of washing hands after toileting, before preparing and eating food. Relate this to sanitary systems or means of disposing of body wastes.
4. Explain vectors which cause disease and simple control measures and work of vector control specialists.
5. Interpret immunization.
6. List persons or have speakers who help protect our health and describe kinds of things each provides.
7. Have students role play hospital personnel, dentist, doctor.

Level I
Section VIII

why people do or do not use coffee, tea, tobacco and alcohol

Incorporates portions of Concept 9, "Use of Substances That Modify Mood and Behavior Arises From a Variety of Motivations" of the School Health Education Study, copyrighted by the Minnesota Mining and Manufacturing Company.

Suggested for use in grade three.

SECTION VIII - WHY PEOPLE DO OR DO NOT USE COFFEE, TEA, TOBACCO AND ALCOHOL

INTRODUCTION

In this section, motives behind people's use of tobacco and alcohol (also, coffee and tea) are presented, but without placing value judgments on the "rightness" or "wrongness" of the use of these subtances. This was done because of the diversity of viewpoints in society. However, research studies on the harmful effects of these substances are available and should be discussed. Throughout this section, the emphasis is on the application of the problem-solving process in determining the use or non-use of various substances that modify one's mood and behavior.

RELATED OBJECTIVES

1. Foundation Program Objectives

   I. Develop basic skills for learning and effective communication with others

   II. Develop a positive self-concept

   III. Develop decision-making and problem-solving skills

   V. Develop physical and emotional health

   VII. Develop a continually growing philosophy such that the student is responsible to self as well as to others

2. Student Performance Expectations for Grade 3

   FPO I

   - Writes a paragraph on a given topic with adequate punctuation and capitalization.

   - Writes a personal letter for a specific purpose demonstrating adequate letter form, spelling, capitalization, and punctuation.

   FPO II

   - Describes some of the ways in which people are alike and different.

   FPO III

   - Identifies a simple problem.

   - Collects information needed to solve the problem.

   - Determines relevant information and draws conclusions which solve the problem.

   - Identifies possible alternatives for solving the problem.

   - Makes inferences for each alternative and selects a solution based on information collected.

   - Checks reliability of conclusions derived.

FPO V

- Describes substances and ways they are used to modify emotions and behavior.

- Identifies ways tobacco, alcohol and other substances are used to modify mood and behavior.

FPO VII

- Describes and accepts ways in which people are alike and different.

3. Health Objectives

- Identifies substances and ways they are used to modify society that modify mood and behavior.

- Names ways common mood and behavior modifying substances are used in homes and community.

- Is aware that there are differences between alcoholic beverages and other beverages.

- Realizes there are differences in family practices and feelings about use of tobacco and of alcoholic beverages.

4. Related Objectives/Performance Expectations

Guidance

- Develop understanding of decison-making process.

- Acquire skills of decison-making, risk-taking, value clarification, and goal-setting.

Social Studies

- Identifies examples of problems people have in getting along with each other.

- Obtains information related to a social problem from parents or relatives.

Science

- Evaluate or judge when there is more than one possible point of view--giving reason or evidence to support the conclusion.

- Check their perception of another person's feelings or intentions.

- Participate effectively in group inquiries or problem solutions (e.g. contribute ideas, work cooperatively).

COFFEE, TEA, OR ...

OBJECTIVES

Students will:

- Recognize different types of beverages.
- Recognize different kinds of beverages which contain alcohol.
- State reasons why some grownups drink coffee or tea or alcohol and others do not.

MATERIALS

Transparencies, magazines, scissors, writing paper, pencils, markers.

DESCRIPTION OF ACTIVITY

1. Make a checklist from a blank transparency headed by "tea" and "coffee." Down the side ask students to give reasons for drinking or not drinking tea or coffee. Analyze whether reasons apply to one or both substances.
2. Add to the prior activity additional "drinks" along the top such as milk, juice and analyze whether the same reasons apply to milk and juice as tea and coffee. Discuss why or why not.
3. Discuss what older brothers and sisters drink in order to help themselves in some way. What effect does the beverage have on growth and development? Discussion should be based on facts.
4. Compare and contrast an alcoholic beverage and a non-alcoholic beverage under various headings, e.g., used by adults, children, daily use; special occasions; amount consumed.
5. Bring magazine ads of alcoholic beverages to show the variety of beverages as well as the different brands.

Evaluative Activity

Sentence completion activity, e.g., Two reasons why adults drink (don't drink [coffee] [tea] [alcohol] are ...).

Notes to Teacher	As alcohol is one of the leading drugs of abuse in Hawaii as well as on the mainland, it is important for students to become aware of the variety and use of beverages containing alcohol; but not to place value judgments on the desirability of grownups' use of beverages as families differ in this view.

MESSAGES GO UP IN SMOKE

OBJECTIVE

Students will:

- State reasons given by people who smoke cigarettes; reasons for not smoking.

MATERIALS

Writing paper, pencils, magazines, scissors.

DESCRIPTION OF ACTIVITY

1. Explain to students that this activity involves understanding why people smoke or do not smoke. Have them interview at least two but not more than three persons in each category--smoker, non-smoker on reason for smoking or not smoking. List the reasons given for smoking and not smoking.

2. Discuss alternative ways which the same benefit or effect could be achieved other than by smoking.

3. Analyze magazine ads or make transparencies from ads showing cigarette and alcoholic beverages.
   a. What is message?
   b. What is shown and implied?
   c. What audience is ad aimed towards?

4. Analyze ways cigarettes and alcohol are used on television, e.g., the humorous drunk (it is so humorous?); smoking by actors (glamour?).

5. Have students work in groups to prepare ads for not smoking or not drinking. Each group presents their ad. After that, put all posters on a bulletin board labeled, "Messages go up in smoke." Use same criteria as #3 above to discuss.

Notes to Teacher	It is important that students recognize at an early age the reasons given for smoking. Such analysis can be more objective at a time before their own experimentation begins. It is important also to emphasize the fact that many people do not choose to smoke and have reasons for their decision. Non-smokers rights should be discussed.

FAMILY PRACTICES

OBJECTIVES

Students will:

- Explain differences in family practices regarding the use of tobacco and beverages containing alcohol.

- Relate the specific ways in which family members, friends and commercial advertising can influence a person's decision about tobacco and alcohol.

DESCRIPTION OF ACTIVITY

1. Compare family practices towards drinking and smoking by having pairs or groups of students discuss and report on:

   a. Is smoking a practice in all families? Why, why not, by whom?

   b. Is drinking a practice in all families? Why, why not, by whom?

2. Role play situations showing, for example:

   "What would you do if there were . . . "

   a. Peer pressure to smoke?
   b. Family pressure to try alcohol (beer) at a party.
   c. Older brother hiding and smoking; parents not knowing.

Notes to Teacher	Students of this age will be very open about their families' use of tobacco and alcoholic beverages. It is important not to convey a right or wrong judgment on these family practices but rather to bring out the fact that there are differences in use.

REFERENCES AND RESOURCES

Putting Your Heart Into the Curriculum, American Heart Association, Primary Level, 1982, page 65-71, 76, 77 (Guide and other resources such as audio-cassettes are available through the Hawaii Heart Association).

FAMILY LOVE

OBJECTIVE

Students will:

- Be aware that whether parents use various substances or not the important thing is how the mother and father relate to each other, to their children, and to others.

DESCRIPTION OF ACTIVITY

1. Compare family practices in the ways parents show love to each other, love to their children and the way children show love to their parents.

2. Role play how parents and brothers and sisters argue and make up. Repeat prior activity and discuss the students feelings as they observe the arguments. Do they feel: disappointment, frustration, anxiety, guilt, happiness, relief, etc.

Notes to Teacher	Be prepared for some sharing of child abuse or spouse abuse. Decide before discussion what to do if children share this. Consult with school counselor and refer to Chapter 19 handbook.

**I GET UPTIGHT. . . . . SOMETIMES

OBJECTIVE

Students will:

- Demonstrate ways to cope with stress through role-playing.

MATERIALS

Copy of worksheets, pencils.

DESCRIPTION OF ACTIVITY

1. List different situations which involve role-playing by 2-3 characters and run off copies for the class. Situations such as the following will be appropriate:

   a. (2 roles) Your friend is trying to talk you into stealing a ballpoint pen from the store.

   b. (3 roles) Your parents have told you not to go to the park today, but two of your friends are trying to convince you to go anyway.

   c. (3 roles) You have broken a rule at school; you and your father have to meet with the principal.

Describe for the students a situation in which a person experiences stress as a result of another person's behavior. For instance, Diane might have called Leon "stupid" in the presence of his friends. Because Diane is larger, Leon walked away without saying anything, and his friends who observed it then called him a coward. Discuss with the students the kind of stress they would feel should they find themselves in a similar situation. Have them discuss ways they might respond in a situation of this kind.

Create other situations in which two or three students at a time role-play stress and coping with stress experiences. Pass out the list of situations and assign students to role-play the different situations listed. You may want to have them spontaneously improvise the assigned roles, or have brief rehearsals before role-playing the different situations for other students.

ADDITIONAL LESSON IDEAS

1. Puppet Skits:

   a. Have students construct stages with tissue boxes and make stick puppets to enact things that go wrong in their daily lives. Arguments with siblings or friends, difficulties with school work, and being victims of bullies might be some situations that would cause stress.

   b. Use puppets to tell stories about someone who is happy, sad, afraid, etc. If a child has difficulty getting started, you could begin by setting the mood and initiating dialog (for example, "You look like you feel very angry today. What caused you to feel that way?").

2. Alternative Ways:

   Discuss with the students alternative ways of coping with a variety of situations. (Department of Education, Foundation Guidance Program Guide for K-12, p. 44.)

3. View ETV Lessons:

   a. View Lesson 3: "Do Something" from the Maryland State Department of Eduction's ETV series Spinning Stories. This program presents four stories in which the characters deal with difficult situations. The Teacher Manual, pages 13-16, includes initiatory and extended activities and resources related to the lesson concept.

   b. View the following programs from the National Instructional Television Center's ETV series Inside/Out. The lessons deal with situations that if poorly handled, often cause the human hurts that appear to underlie various kinds of self-defeating behavior. The Guide for Teachers includes lesson and follow-up activities.

      (1) "...But Names Will Never Hurt (?)" (prejudice)
      (2) "Home Sweet Home" (mistreatment)
      (3) "Brothers and Sisters" (sibling rivalry)
      (4) "Bully" (harassment)
      (5) "I Dare You" (social acceptance)

REFERENCES AND RESOURCES

Focus on Self-Development, Stage One: Awareness, pages 35-37, suggests many excellent activities related to emotional fluctuations. Available from Science Research Associates.

** Adapted from Foundation Program: Career Education and Guidance Guide, Grades K-3, pages 106-107.

FIVE STEPS TO PROBLEM SOLVING

OBJECTIVES

Students will:

- Recognize and deal with problem-solving situations.
- Understand some of the steps and strategies inherent in the problem-solving process.

MATERIALS

Chalk, chalkboard, writing and/or drawing materials.

DESCRIPTION OF ACTIVITY

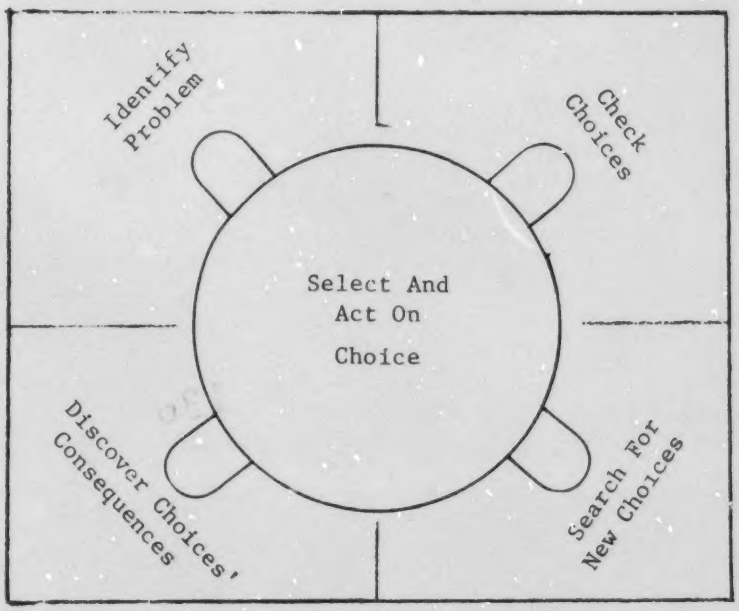
1. On chalkboard prepare a list of ten typical problems students face regarding the world, school, peers, family and so forth using student suggestions as well as your own.

2. Prepare a bulletin board or facsimile with the following five steps of problem solving:

   - Identify the problem.
   - Examine known choices.
   - Look for new choices.
   - Find out possible consequences of taking one of the choices.
   - Select and act on one of the choices.

3. Make a five piece puzzle which fits together to make a whole with each piece containing one of the five steps.

An example of this follows:



4. Now, using prepared list of problems, provide opportunity for students to solve problems by using 5 step problem-solving puzzle.

5. Have students evaluate this activity in writing or drawing by giving an answer to the cartoon:

6. Ask how they used the five steps in solving the problem or have them share a problem they have or already solved and share how they solved it.

"I CHOOSE THIS BECAUSE..."

OBJECTIVE

Students will:

- Understand their personal actions and the choices and decisions they make by dealing with values and discovering their own value system.

MATERIALS

Writing paper and pencils and/or chalk and chalkboard; drawing materials and/or photograph of each student's family.

DESCRIPTION OF ACTIVITY

1. Using chalkboard make a list of 12 toys or familiar household items using children's suggestions. When the list is complete, ask each student to pick out or cross off three things they could get along without. Then, have them pick the three which are most important from the list.

2. Allow each student the opportunity to share with the rest of the class the reasons for his/her choices.

3. Use this exercise to assist student to define values. Let them see that they chose the things they value most.

4. Now have the children draw or bring in pictures of their family (family portrait). Then list children's suggested captions or have them write captions if they can to the following:

   "One of my values about my family is ...."

   "One of my values about (family member) is ...."

5. Finally, for writing or discussing evaluation, have children define values and have them identify people and things that are valued by them.

HOW I CHOOSE

OBJECTIVES

Students will:

- Be able to make simple decisions when given various choices.

MATERIALS

Tray of food, tape recorder, blank tape.

DESCRIPTION OF ACTIVITY

1. Have a tray full of goodies (fruits, vegetables, candy, etc.). Be sure there are only two types. Let each child choose one. After this, give each child an opportunity to explain why she/he made the choice. Use students' explanations to get them in touch with the process of decision making.

2. Divide classroom so that one corner represents one choice and another corner represents an opposite or different choice. Begin exercise by saying "in that corner is Pizza Hut, and in that corner is McDonalds. Go to the corner of your choice; pretend you are a reporter and ask someone in each group, "Why are you here?" (The use of a portable tape recorder with a hand microphone will make this exercise more real.)

3. Repeat the process six or seven times, changing the options each time using some of the following suggestions or making up your own:

   "In that corner is the cafeteria, in that corner is the playground..."

   "In that corner is your room at home, in that corner is your friend's room. Go to the corner of your choice."

   "In that corner is a German dodge ball game, in that corner is a basketball game..."

"In that corner is a fire station, in that corner is a police station..."

"In that corner you can watch(title of t.v. show); in that corner you can watch (another t.v. show)..."

"In that corner you are cleaning up your room, in that corner you are cleaning up the yard..."

4. Allow students to evaluate this activity by responding to the following questions in writing or orally:

   - Are you more of a leader or a follower?
   - Do you make decisions quickly or slowly?
   - Do you think of ways not to make a decision?
   - Do you make decisions according to what you want, feel, or think should be done?
   - Do you make decisions according to whether something is good or bad, whether to agree or disagree, etc.?

Level I
Section IX

Life Continues

Incorporates portions of Concept 6, "The Family Serves to Perpetuate Man and to Fulfill Certain Health Needs" of the School Health Education Study, copyrighted by the Minnesota Mining and Manufacturing Company.

Suggested for use in grade three.

SECTION IX - LIFE CONTINUES

INTRODUCTION

In this section a number of teaching techniques have been found that may help stimulate the children's expressions of their curiosity. Most of the techniques involve the imaginative use of community resources, including live animals, films and the ready improvisation of everyday classroom and library materials. One of the major purposes of this section is to demonstrate a number of these ideas, which are applicable to the kindergarten and first grades as well as the third grade.

Related Objectives

1. Foundation Program Objectives

   FPO I

   - Develop basic skills for learning and effective communication with others.

   FPO V

   - Develop physical and emotional health.

2. Student Performance Expectations for Grade 3

   FPO I

   - Uses whole numbers and commonly used fractions (e.g., ¼, ½) to communicate physical quantities (How many, how much, etc.)

   - Adds and subtracts 3-digit numbers with regrouping (carrying and borrowing).

   - Measures, reads and compares lengths, temperatures, masses, capacity, times of events and quantities of money.

   - Estimates measurements and does arithmetic mentally.

   FPO V

   - Name and describes the functions of major body parts and organs.

   - Explains how heredity and environment influence height and weight.

   - Discovers that all living things come from other living things.

   - Identifies ways in which one grows over a given period of time.

3. Health Objectives

- Names and describes the functions of major body parts and organs.
- Identifies how offspring resemble their parents.
- Explains how all living things come from other living things.
- Defines the meanings of heredity and environment.
- Explains how body types and other factors determine differences in height and weight.
- Lists similarities and differences between boys and girls in appearance, interests, and activities.
- Identifies how one grows over a given period of time.

GROWTH AND DEVELOPMENT

OBJECTIVES

Students will:

- Understand and clarify the question "Where do I come from?"
- Become acquainted with the process leading up to and including birth.
- Understand some of the basic physiological growth and development that occur from conception, birth through adulthood and death in animals.
- Understand some of the basic male and female physiological and psychological characteristics in animals, including humans.

MATERIALS

Films available at Department of Health, e.g., "Fertilization and Birth", "Human and Animal Beginnings", "Being Boys - Being Girls"; guest speaker, pregnant mother.

DESCRIPTION OF ACTIVITY

1. The use of any of the films listed above or other appropriate films is a good place to start so students can explore concepts of heredity - parent-offspring resemblance and sibling likenesses.

   Visit by a pregnant mother carries this study a big step further. Most third graders know that babies live in their mothers before birth and with a pregnant mother present, it is an easy step to get them to understand that human babies grow from an egg inside the mother's body in much the way as animal babies grow from an egg inside their mothers. It is suggested that the pregnant mother be in her last month of pregnancy to avoid any problem of baby/fetus discussion. Also, it may be advisable for you, the teacher, to ask the first question of the pregnant mother, in order to break the ice for the students.

   In finding a mother in the final stages of pregnancy to visit the class, there are a few points to keep in mind. Be sure she is a naturally outgoing person and is reasonably informed and articulate about pregnancy and birth. It is best not to involve a woman having her first baby. Often you can find a mother of a child in your class, or at least in your building, who is well qualified.

If the prospect shows any hesitancy, do not force her into the classroom situation; the visiting mother should be completely comfortable about spending a half hour with inquisitive youngsters.

2. It may be advisable to find out from the fifth and sixth grade teachers if their classes are working on experiments in reproduction or similar topics. This may allow you the opportunity to ask if two or three of the older children can come to your class and report on their experiment. It is amazing how much 3rd grade children will listen to fifth and sixth graders concerning this topic. Also, this can give you a great jumping off point for a full class discussion.

3. At various times, learning experiences can be assigned to individuals and small groups. This allows you a good opportunity to give extra help to a child who seems a little below the maturity level of the rest of the class. There are a number of simple activities that absorb the close attention of the students and stimulate their curiosity. Some of these activities are:

   a. Some children enjoy listening to tape-recorded discussions about such topics as animal care of young or the life stages of a child from birth to adulthood.

   b. Some children can examine study prints of animal parents and their offspring. These children can also be encouraged to draw their own view of what they are looking at. Having a bulletin board for them to pin their finished drawings on is an excellent idea.

   c. Still, another group can concentrate on finding and cutting pictures out of magazines that illustrate the various roles of male and females. Do not be arbitrary in your own standards of what is appropriate for each sex to perform as an activity.

   d. Others can be reading picture books on young animals and other topics related to family life, such as simple stories about the arrival of a new baby in the home.

4. Finally, when possible, certain animals (tadpoles, guppies or fertilized chicken eggs) can be used to allow the student to observe the life cycles of certain animals. Caution: Keep area and children clean because contact can lead to problems of health - though minor.

5. Refer to Nutrition Education Teachers' Guide (DRAFT), Grade K; Activity 6, "Living and Non-Living Things," and Grade 1, Activity 10, "Growth in Students."

STUDY OF LIFE CYCLES

OBJECTIVES

Students will:

- Study the life cycles of various animals including humans.
- Be aware of basic concepts of biology including fertilization, gestation, birth, growth, and maturity to the point of reproduction.

MATERIALS

Chalkboard, chalk.

DESCRIPTION OF ACTIVITY

1. Phase 1 (Two Periods)

   Whole-class discussion. This will involve at least two class periods. First (using suggested films, charts, and reference at the end of this session) discuss general animal biology and natural history. Then make a study of animals familiar to the children including humans in the following areas:

   a) Wild and domesticated animals - dog, lion
   b) Physical differences - coats, four legged, two legged
   c) Environmental differences - climate, geography
   d) Carnivorous/Herbivorous
   e) Classification (simple): (1) Insects, (2) Mammals, (3) Birds
   f) Animal growth and development - fertilization, gestation, etc.

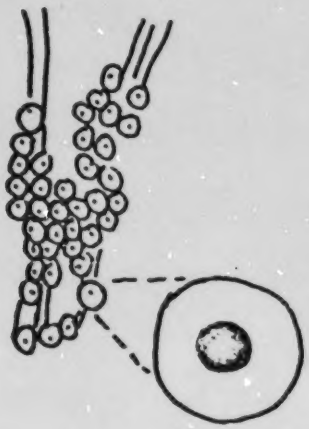
   Finally, have the class focus their individual attention and interest on one specific animal from the following list:

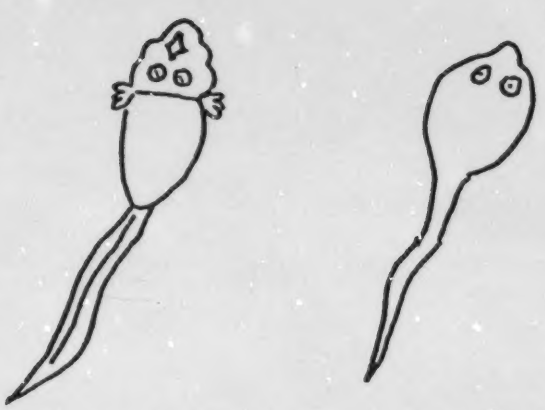
   (a) Butterfly
   (b) Frog (toad)
   (c) Guppy (small fish)
   (d) Chicken
   (e) Rat
   (f) Human (for all to consider)

During this classroom-discussion-activity, be sure to list on chalkboard children's questions from which they will later select those questions that are particularly interesting to them and which they will investigate further in the teams' activity section. Teacher, as discussion leader, must be accurate about terminology; correcting slang expressions non-judgmentally and developing a word list on a special board.

2. Phase 2 (One Period)

Introduce Life-Cycle Model. At this point, it is suggested that the teacher present a visual model of one particular animal to assist children in focusing on the live-cycle model. Here the example presented is a frog but you can (through the use of many excellent available materials at the film libraries, Health Department or Department of Education) use any animal more familiar to your class.





3. Phase 3 and 4 (One Period)

A. Evaluating Progress (10 Minutes)

Ask children to question anything that has gone on up to now regarding the life-cycle, especially about the frog or any of the other examples presented. Some questions may appear to have little to do with sex education - such as feeding rabbits, shedding skin, length of a frog's leg. Just incorporate these questions into the frog's adaptation to its environment. The main purpose here is to give you, the teacher, a sense of how far along your children are in forming concepts and to encourage more discussion and study to make animal growth and development real for them.

B. Paired Activity.

Allow children to pick a partner and have each pair choose two or three questions from the question board. Using materials suggested at the end of this session or by direct observation, of say the classroom aquarium or tadpoles, have the children work together in pairs, looking up the facts and deciding how best to answer their questions.

This should take no more than 15 minutes of class period; then regroup for a general discussion of research completed. Have pairs share and allow questions from the rest of the class.

REFERENCES AND RESOURCES:

Teaneck Family Life and Sex Education Curriculum, Teaneck Public Elementary Schools, Teaneck, New Jersey. A Starting Tomorrow Publication, 1968.

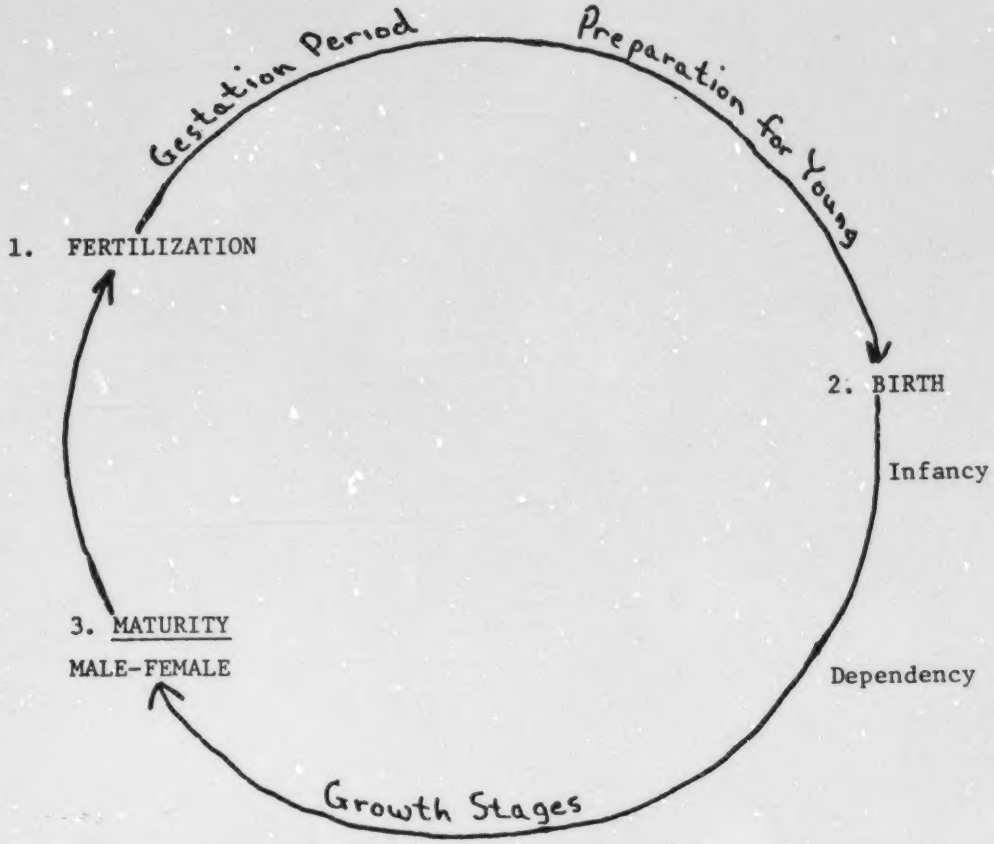
Life-Cycle Model

(Use with Animals and Humans)

Life-Cycle Work Sheet

Name _____

Life Cycle of _____



Introduce the life-cycle model sheet along with the following individual animal descriptions so children can see where and how they fit into the life-cycle. This may also be accomplished by the use of films of the life-cycle of various animals or the use of a pictorial presentation.

1) BUTTERFLY

Method of Reproduction	Internal fertilization
Gestation Period	Eggs laid several days after mating. They hatch in about 4 days.
Preparation for Young	Female butterfly always places eggs on milkweed plant so that young caterpillars will have the right food.
Birth and Infancy	Caterpillars (larvae) hatch from eggs laid by butterfly.
Dependency	None.
Growth	Caterpillar stage lasts about 2 weeks. They shed their skins four times; after the fifth shedding, the caterpillar has become a pupa. When adult butterfly emerges, after about two weeks, it takes about one hour for the wings to harden before it can fly.
Maturity	Adult probably lives 3 months or more.

I-10

2) BULLFROG

Method of Reproduction	External fertilization. The male calls the female to the pond. He then stays on top of the female until the eggs are discharged. Then he fertilizes them.
Gestation Period	Eggs may hatch anywhere from 5 to 20 days. (They are laid in a mass in the water.)
Preparation for Young	None.
Birth and Infancy	Tadpoles hatch from eggs. Tadpoles or larval stage in the bullfrog may last 2 or 3 years, unlike most other frogs and toads which become mature in one summer.
Dependency	None.
Growth	After tadpole stage, legs appear and tail is absorbed by body. Also diet changes from mainly plant food to a carniverous diet (worms, insects, etc.)

3) Guppy

Method of Reproduction	Internal fertilization.
Gestation Period	One mating may result in as many as four sets of young (usually 30 to 50) at monthly intervals. Water temperature greatly influences length of gestation time.
Preparation for Young	None.
Birth and Infancy	Eggs hatch within body of female and are then born alive.
Dependency	None.
Growth	Young mature in 2 or 3 months.
Maturity	Old at 2 years.

4) CHICKEN

Method of Reproduction	Internal fertilization.
Gestation Period	Fertile eggs are laid 30 to 40 hours after mating. Incubation of eggs takes about 21 days at 100 degreen temperature.
Preparation for Young	Mother sits on eggs to keep them warm. While in the egg, the baby chick (embryo) feeds on the egg yolk. When this is all eaten, the chick pecks its way out of the egg shell.
Birth and Infancy	Young are born with down or fuzz. At 10 days of age, the wing and tail feathers have appeared.
Dependency	Baby chicks can get own food quickly, but need warm temperature or care of mother hen for several weeks, especially those chicks born naked and blind. Most birds need parental care for getting food in the very beginning.
Growth	
Maturity	Chickens lay first eggs at about 6 months.

I-11

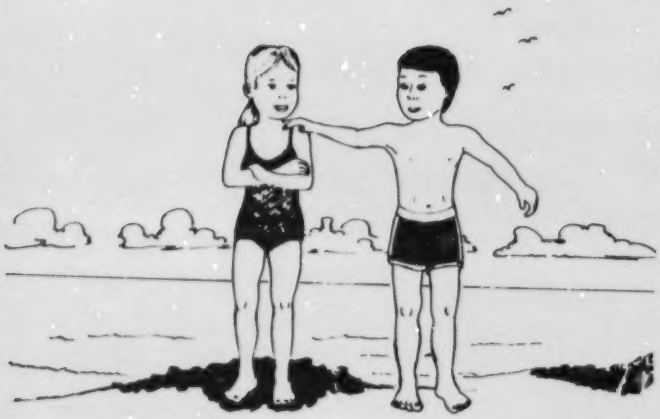
5) RAT

Method of Reproduction	Internal fertilization.
Gestation Period	About 22 days
Preparation for Young	Soft nest is prepared.
Birth and Infancy	Young are born naked and with eyes closed. Eyes open between 14 and 17 days. Babies nurse for about one month.
Dependency	About one month.
Growth	Mature in about 60 days.
Maturity	Able to breed in about 3 months. Live about 3 years.

6) HUMAN

Method of Reproduction	Internal fertilization
Gestation Period	9 months.
Preparation for Young	Home is prepared.
Birth and Infancy	Helpless at birth.
Dependency	In most of U.S., considered by law to be dependent until 18, but in some other parts of the world, may be independent much younger.
Growth	
Maturity	Capable of reproduction at puberty, which may be as early as 11 years old, or as late as 15 or 16.

**WE FEEL GOOD ABOUT OURSELVES WHEN...



OBJECTIVE

Students will:

- Listen to each other as they identify personal characteristics which make them feel good about themselves.

MATERIALS

Strips of tag-board, pushpins or tacks, bulletin board.

DESCRIPTION OF ACTIVITY

1. Make a bulletin board with the heading "We feel Good About Ourselves."

2. Divide the class into two groups. As you read the following statements, have one group respond with "thumbs-up" for feeling good or "thumbs-down" for feeling bad while the other group watches.

   a. My friend asks me to play at recess time.

   b. My friend won't eat lunch with me today.

   c. My mother didn't help me with my homework.

   d. I walked to school today.

   e. I can't buy a treat after school today.

   f. My teacher scolded me.

   g. My father yelled at me.

   h. My friend said I have nice clothes.

   i. I came to school on time today.

   j. I read a paragraph to my reading group and I didn't miss any words.

   k. I can say my 1's, 2's, and 5's times tables.

   l. I spelled all my words correctly.

m. I tore my art paper before it was finished.

n. I played the autoharp in music class today.

3. Ask those watching to name things that make students in the other group feel good. Write the responses on strips of tagboard and attach them to the bulletin board. (For example: "Sue knows that Ralph feels good when he gets to school on time."..."Annette knows that Jane feels good when she plays the autoharp", etc...

4. Have the groups exchange roles and repeat the previous activity. Be sure each student has a tag about himself/herself on the bulletin board.

5. Encourage students to add to the bulletin board as they make new discoveries about themselves and others.

ADDITIONAL LESSON IDEAS

1. Class Discussion: Show pictures of various people to the students. Have students suggest good things the people in the pictures might feel about themselves. For each response, ask students if they also feel the same way about themselves.

2. Mental Diary: Ask students to remember anything that made them feel good during the school day. Have them share their experiences with the class.

**Adapted from Foundation Program: Career Education and Guidance Guide, Grades K-3, pages 88-89.

**TOGETHER WE CAN DO IT

OBJECTIVES

Students will:

- Discuss individual and interpersonal contributions to a group.
- Describe ways they can help the group accomplish a task.

MATERIALS

Writing paper, pencil.

DESCRIPTION OF ACTIVITY

1. Introduce the idea that groups are better able to accomplish their tasks if individuals accept and cooperate with each other. Use the following questions to begin discussion of this idea.

   a. What are some things you might say to people when you like them? - Don't like them?

   b. What are some things you might do to show people you like them? - Don't like them?

   c. How might you act if you want someone to like you?

   d. What are some things you might say when you want someone to like you?

   e. How do you act when you want to join a group?

   f. What might you say if you don't want someone to join your group?

2. When the students have mentioned several words and actions which describe accepting and rejecting behaviors, divide the class into four groups: A, B, C and D. Have A and C write a list of words and actions which show accepting behaviors, and ask B and D to write a list of words and actions which show rejecting behaviors.

3. When lists are completed, have A and B share their lists with each other and have C and D share their lists with each other.

4. After the groups have shared their lists, help the class evaluate the way they worked in their groups by asking these questions:

a. What were some things that made it easy for you to work on your lists?

b. What were some things that made it difficult to work together?

c. How did you feel while you were working together?

d. Do you think you could have done this project better by yourself or in your group?

e. Why do we do some of our work in a group instead of each student working alone?

f. Did you feel accepted or rejected in your work group?

g. If you had another project to do, what would you do differently?

h. What rewards were there in completing this project?

i. Did you work on the project because you wanted a good grade, because you wanted praise and respect, or because you were interested in cooperating and being accepted?

5. Conclude the activity by having students describe ways they can help their group accomplish a task.

ADDITIONAL LESSON IDEAS:

Brainstorm with students some reasons why people are rejected. Have students role-play situations of rejection showing the ways and why people reject each other. Discuss which reasons are valid and which are not.

**Taken from Foundation Program: Career Education and Guidance Guide Grades K-3, pages 94-96.

Level II
Section I

GROWTH AND DEVELOPMENT

For self-understanding.

Incorporates portions of Concept 1, "Growth and Development Influences and is Influenced by the Structure and Functioning of the Individual" and Concept 2, "Growing and Developing Follows a Predictable Sequence, Yet is Unique for Each Individual" of the School Health Education Study, copyrighted by the Minnesota Mining and Manufacturing Company.

Suggested for use in grade four.

SECTION I - GROWTH AND DEVELOPMENT

INTRODUCTION

One important focus of this section involves facts and events leading up to birth, as well as those leading up to and including some information on puberty. In a lesser way, adulthood - aging - and death are also covered based on the questions and interest of each individual class.

Finally, in recognition of the sensitive nature of some of the areas included in this section, the greatest care was taken in developing the following materials and activities. Teachers, with little experience in teaching various areas of sex education and without extensive background in biology may find the following materials and activities easy to use.

RELATED OBJECTIVES

1. Foundation Program Objectives

   I. Develop basic skills for learning and effective communication with others.

   II. Develop a positive self-concept.

   V. Develop physical and emotional health.

   VI. Recognize and pursue career development as an integral part of the student's total growth and development.

   VII. Develop a continually growing philosophy such that the student is responsible to self as well as to others.

2. Student Performance Expectations for Grade 6

   FPO I

   - Estimates measurements and does arithmetic mentally.
   - Estimates and measures length, capacity, and mass (weight) of objects using standard units.
   - Adds and subtracts whole numbers; multiplies any whole number by a 2-digit number; and divides any whole number by a 1-digit number.
   - Reads and explains maps, charts, graphs, tables, and illustrations.
   - Makes graphs and tables to display and compare measurement data.
   - Makes, reads, and interprets tables and commonly used schedules (e.g., class and bus schedules).

FPO II

- Describes one's personality traits.
- Describes personal experiences that contribute to feelings of self-worth.
- Describes those behavioral characteristics which one believes would contribute most toward a positive feeling of self.

FPO V

- Describes the location and function of organs of the human body and their interdependency.
- Describes the reproductive process and how life begins.
- Describes stages of the life cycle from conception to death.

FPO VI

- Lists ways in which one might strengthen an identified personal weakness.
- Describes a personal strength and a personal weakness.
- Takes steps to overcome an identified personal weakness.
- Describes the differences between the student and a classmate in each of the following areas: interests, abilities, and achievements.
- Identifies some of the values which relate to participation in a particular task.
- Identifies personal values which motivate participation in group activities.

FPO VII

- Listens and accepts opinions of others in group discussions.
- Explains a viewpoint other than one's own.

3. Health Objectives

- Describes the basic structure and function of the human organism as it relates to growing and developing.
- Concludes that although each organ and system has a special task, each is dependent on the other in meeting body needs.
- Identifies ways in which girls are both physiologically ahead of boys and different in behavior and interests at some stages of growth.
- Explains the importance of certain personal health practices as they relate to the process of growing and developing.

- Illustrates the effects of heredity and environment on growth and development.

- Describes how growing and developing occurs unevenly for body parts, systems, and functions.

- Identifies different ways children grow physically, mentally, and socially.

- Differentiates among the variety of influences which continually affect growing and developing.

- Predicts the kinds of changes that may occur during adolescence.

4. Related Objectives/Performance Expectations

Guidance

- Acquire skills of self appraisal.

- Develop awareness and understanding of self.

- Develop interpersonal skills.

- Develop understanding of social roles.

- Develop appreciation for individual differences in interests, values, aptitude, skills, abilities, attitudes.

Science

- Identify objects and their properties using five senses.

- Communicate feelings and values to the teachers and fellow classmates.

- Is aware that cells are the basic unit of living things.

- Is aware that living things are interdependent with other living things and their environment.

Social Studies

- Describes the behavioral characteristics that one believes would contribute most towards a positive feeling of self.

- Is aware that the social self is the picture people have of themselves as reflected from the various groups to which they belong.

INSTANT REPLAY

OBJECTIVES

Students will:

- Increase their abilities to listen and communicate with others.

DESCRIPTION OF ACTIVITY

1. Have students choose a partner sitting facing each other and selecting who will be "A" and "B".

2. Rules:

   a. "A" is given a topic to speak on (have student "B" choose the topic from list below:)

   - "Things I Like To Do"
   - "The Happy Time I Had"
   - "Two TV Programs I Like"
   - "Two Songs I Like"
   - "Three Music Groups I Like"
   - Have "B" make up a topic.

   b. Student "A" then speaks for 30 seconds, while "B" listens attentively avoiding any distractions around him/her and without interruption.

   c. At the end of 30 seconds, "B" (1 minute) is asked to share as accurately as possible what "A" said. (Like an instant replay),

   d. At the end of "B"'s sharing, "A" has 30 seconds to fill in "B" on any important information "B" may have left out without "put-downs" or judgements on "A's" part.

   e. Then repeat process above reversing roles while using same topic (i.e. "B" speaks and "A" is the instant replay).

3. Start exercise.

4. Do 2 more sets of topics and at the end ask questions like:

   "How did you feel when you couldn't say anything while your partner spoke?"

   "How did you feel about being the "instant replay" of your partner?"

   "What do you think you can do to listen better and communicate more accurately?"

LISTENING AND COMMUNICATION SKILLS

OBJECTIVES

Students will:

- Become conscious of their feelings about listening and communicating, as a means of increasing self confidence in their abilities to communicate with, listen to and accept others.
- Increase their listening abilities to make them better communicators.
- Experience some of the difficulties of communicating with and without words.
- Learn to remember what another has communicated.

MATERIALS

Chalkboard, chalk.

DESCRIPTION OF ACTIVITY (Pass-On-No-Pass Back)

1. Have 10-12 children sit in a simple circle.
2. Have chalk and chalkboard available.
3. Whisper a simple sentence to the child on your right so only she/he can hear (e.g. "The beach is a fun and happy place to be.")
4. Have each one pass on the sentence from person to person (in a whisper) without repeating the sentence more than once.
5. Have the last person to receive the sentence repeat it out loud.
6. If the sentence reaches the last person in a different form, ask each person what they heard starting with the person to your right.
7. Whenever the sentence changed, ask that child what caused the change then list these "communication-breakers" on the chalk board.
8. Using a new sentence, repeat the exercise (asking the children to avoid any of the "communication-breakers") until a sentence goes around correctly.
9. Acknowledge their success and invite group discussion by asking lesson evaluating questions:

   a. "Can you name things that stop people from understanding each other?"
   b. "What can you do to understand others better?"
   c. "What can you do to make sure people understand you better?"

**CHECK UP ON MYSELF

OBJECTIVES

Students will:

- Complete a "Self-appraisal Worksheet."
- Suggest ways to improve identified skills.

MATERIALS

Copy of "Self-appraisal Worksheet" for each student.

DESCRIPTION OF ACTIVITY:

1. Give each student a copy of the "Self-appraisal Worksheet." Read each item and have the students complete the worksheet.
2. Conclude the activity by asking students to identify some of their strengths and areas that need improvement. Ask them to suggest ways to improve. Have students write suggestions on the back of their worksheets.
3. Collect the worksheets and file them in the Self-appraisal Folders. Periodically review the worksheets and reinforce students for abilities that have improved.

ADDITIONAL LESSON IDEAS:

Follow Through. Hand back the worksheets periodically and have students indicate any improvement. If students did not improve, ask them to explain the lack of improvement. Give students other opportunities to work on improving their weak areas.

** Taken from Foundation Program: Career Education and Guidance Guide, Grades 4-6, pages 1-2.

SELF-APPRAISAL WORKSHEET

Name_____

My school is_____

My teacher is_____

I am happiest when_____

I like to play_____

My best friends this year are_____

I don't mind losing when_____

One problem that makes me miserable is_____

_____

I like to listen to_____

I am good at_____

I like myself because_____

One thing I would like to change about myself is _____

_____

When I have a problem I_____

I don't like to_____

I get along best with my parents when_____

I get angry when_____

I need help when_____

I hurt others' feelings when_____

My best subjects in school are_____

The easiest subjects for me are_____

The hardest subjects for me are_____

I need to work on improving_____

I would like to learn about_____

Some books that I have read this year and liked are_____

_____

I like my teacher best when_____

I find myself daydreaming in school when_____

The games I like to play best are_____

Next year I want to be able to _____

_____

HUMAN GROWTH AND DEVELOPMENT

OBJECTIVES

Students will:

- Describe some of the effects of heredity and environment on the growth and development in animals, including humans.
- Describe reproductive process and the stages of the life cycle in animals, including humans.
- Recognize that growth and development of human organism takes place at the cellular level.

All necessary materials are listed in the activity under the column "Learning Experiences" in the Learning About Animals and Humans that follows.

DESCRIPTION OF ACTIVITY

1. There are two parts to this activity (Part one on animals, which has 8 sections, and part two on humans). Optional: To complete both parts in the least amount of time, it is suggested that the class be divided into 8 groups of 3 or 4 members. Assign each group to one section in the Animal part and two sections in the Human part.

2. Explain that where there are more than one suggested learning experience, each group choose at least one learning exercise from each section.

3. This section is best completed in two 40-minute periods: First, to explain the lesson, assign groups and sections. Have each group choose a leader and "Learning Experience" and divide the work up in each group. Another period is needed for each group to work on their chosen "Learning Experience".

4. Have each group choose a leader and direct the students to keep a workbook or folder on their work.

5. Where the school library has sufficient materials, schedule class to spend one period in the library to complete their chosen "Learning Experience".

6. Where the teacher considers valuable, a third period can be used for each group to present to the class what they have discovered as a group concerning their chosen "Learning Experience". Where this is not feasible, create a bullentin board where each group can display their work to the class.

7. Evaluation Have each student complete the following statements:

"I learned that....."

"My group learned....."

"I feel this lesson on animals and humans was....."

"The one thing I will remember is....."

LEARNING ABOUT ANIMALS

CONTENT	LEARNING EXPERIENCES	CONCEPTS AND ATTITUDES
1. Wild animals vs. domesticated animals.	- Construct an animal book.	-Some animals help humans.
a. Use to humans	- Construct a dictionary of animal pictures.	-Some animals are helpful and some are harmful, especially when humans provoke them.
(1) Food	- Have a pet show.	
(2) Work	- Stock an aquarium.	-There are many kinds of animals.
(3) Pets	- Sing songs and read stories about animals.	
b. Physical differences	- Compose animal poems and stories.	-Some animals live in the air.
(1) Four legged vs. two legged.	- Have children do musical imitation of animals - dancing to music along with imitation of sound.	-Animals need food, water, air and proper temperatures.
(2) Coats		-Animals eat various kinds of foods.
(3) Male vs. female	- Draw up a list of identifying characteristics of observable animals, birds, insects, mammals, etc.	- Animals live where they can get food and water.
c. Environmental differences	- Exhibit live animals in the classroom: turtle, fish, and rabbits, etc.	
(1) Climate		
(2) Geography	- Discuss pictures of pet litters.	
2. Needs of animals		-Animals live where they can get food and water.
a. Food c. shelter	- Describe various foods eaten by animals.	
b. Water d. air		-Animals eat various kinds of foods.

3. Carnivorous vs. Herbivorous	- Build a terrarium for caterpillars. Keep some grasshoppers in a terrarium.	-Animals eat different foods. -Insects can be helpful as well as harmful to humans.
4. Classification (simple)	- Make a list of some of the animals that have teeth to help them chew. Make another list of animals that swallow food without chewing. Make a list of animals that have scissor-like jaws or mandibles to help them cut their food.	
a. Insects		
(1) Physical characteristics		
(2) Effects of:		
(a) Balance of nature	-Have children keep a sharp lookout for insects on garden or houseplants.	
(b) As food	-Collect and study the insects they find. Use a magnifying glass to help them see the very small ones.	
b. Mammals		-Some animals are born alive; others are born from eggs.
(1) Warm-blooded	- Construct a book (3 or 4 pages) of mammals.	
(2) Bear young alive	- Describe different ways mammals care for their young.	
(3) Nursing young		-Animals differ in their care for their young.
c. Birds		
(1) Egg layers		
(2) Protection and care of young		

5. Care of young a. Dependency on mother b. Methods of feeding c. Protection d. Training	-Show pictures of animal mothers; have children find babies. -Discussion areas on comparison of animals and humans in caring for the young; e.g. turtles who lay eggs and never return; bears who stay close to young for nearly a year.	-Animals differ in their care for their young. -Mammals get milk from their mothers. -All living things reproduce their own kind.
6. Reproduction a. Need for male and female of species b. Live bearing (mammals) c. Egg layers (reptiles, birds, fish, etc.) d. Resemblance of young to parent.	-Opportunity to observe animal life cycles should be available to class, e.g. tropical fish, guinea pigs, gerbils. Have group construct a book on the life cycle of at least one mammal. -Compare the time needed to produce a baby white mouse, hamster, elephant, human. Discuss in terms of seasons (spring, summer, fall, winter). See example pages I-10 and I-11.	-A sense of wonder in regard to reproduction. - Some animals are born alive. - Some animals are hatched from eggs. - Some animals have short lives.
7. Adaptation to environment a. Shelter b. Food c. Physical changes (1) Protective coat (cold weather) (2) Coloration (salamanders, rabbits, polar bear) d. Methods of movement	-Look for pictures of different kinds of animal homes. Bulletin board display. -Make a mural showing types of landscapes and homes from which each animal comes. - Worksheets-matching proper animals to homes and food. - Visit a pet shop or zoo. Observe various animals and their methods of movement. Report to class. - Assemble a seashell collection.	-There are many kinds of animals. -Animals grow and develop in different environments. -Living things are affected by their environment. -Most animal species have been adapted to local climate and environment. -Animals and plants live together in an aquarium.

(1) Monkeys (trees)

(2) Fish (water)

(3) Birds (air)

(4) Elephant (land)

-Develop a classification chart of animals. Make sure there are spaces for the name of the animal, kind of animal, food it eats, type of home, type of body covering it has.

-Develop a classification chart of animals. Make sure there are spaces for the name of the animal, kind of animal, food it eats, type of home, type of body covering it has.

-Obtain a goldfish and place it in small aquarium in which water is at room temperature. Measure the temperature of the water with a thermometer. Now put some ice into the water. Measure the temperature again. Observe the behavior of the fish. Record the observations. Repeat this procedure a few times. With each change of temperature record your observation.

-Construct diagrams showing animals in natural habitats.

-Different animals have different kinds of defenses.

-Some animals have shells.

-Animals have ways of protecting themselves from the weather, and season changes.

8. Animal growth and change.

a. Stages between dependency and independency.

b. Unique characteristics of various types

(1) Metamorphosis (caterpillar to cocoon to butterfly)

(2) Growth process (egg to tadpole to frog)

-Arrange for visitation to other classes in the school that have fish eggs in a tank.

-Collect cocoons, frogs, tadpoles to be used in illustrating the ways lower forms of animal life reproduce and grow.

-Observe white mice and hamsters kept in classroom cages.

-Display pictures of parent dog and puppy, lion/cub, adult/baby, etc.

-Some animals live in large groups.

-Some animals go through quite different stages in their growth.

-Living things are in constant change.

-Living things are interdependent with one another.

9. The growth and needs of human babies as compared to animal babies a. Mother, Father b. Affection, care c. Feeding (breast)	- Have children cut pictures/ photos from magazines illustrating care and attention of new babies. Encourage children to interpret the pictures. - Collect pictures for bulletin boards - ways in which animals care for their young; ways in which human parents care for their young. - Encourage children to discuss human babies and their care. - Arrange pictures that show how one grows and changes. - Make a chart showing the height of each boy and girl.	- It is essential to realize that growth and development are natural phenomena in all living things.
10. Influence of endocrine glands and hormones a. Glands and their secretions (hormones) (1) Pituitary (2) Thyroid and parathyroids (3) Pancreas (4) Adrenal (5) Gonads (testes & ovaries)	- Discuss differences in growth rates between boys and girls. - Have the pupils find out their weight and length at birth. Help them determine the average for the class for the boys and for the girls. Have them take present measurements and do the same thing. Graph the results comparing the averages and the amount of growth. Note: Teacher must compute averages. - Buzz groups on the topic "What it means to grow up".	- An appreciation for the complex biological nature of humans. - Hormone secretion is responsible for the changes in appearance that occur as boys develop into men and girls develop into women.
b. Hormone effects on growth and development (1) Growth of hair on the body (2) Breast development in female		- All parts of the body grow and change, but not at the same rate. - An appreciation of normal individual differences in rates of growth and development.

11. Individual differences (growth rate) a. Early - late growers b. Differences between boys and girls	-Cut out magazine pictures of boys and girls indicating differences in dress, activities, physical appearances, etc. -Use sound filmstrip on human reproduction.	-Understanding the variance in rate of growth and body changes between persons. -An appreciation of one's sexuality through the reproductive processes.
12. Reproduction and nurture of humans a. Life begins from egg (ova) b. Sperm is necessary to fertilize the ova c. Conception (1) Fertilization (2) Implantation (Sexual intercourse) (3) The baby grows and develops inside the mother. This is common to all mammals (warm blooded animals) d. Relationship between mother and father.	-Show by tranparencies, models, charts - the human reproductive system, giving names of all parts in detail (male and female). -Show growth of fetus in mother by use of models or charts from the March of Dimes ("How Baby Grows") or other sources. -Have pregnant parent visit classroom and discuss with children the development of the unborn baby.	-Life begins through the union of the sperm and the ovum. -Fertilized eggs require varying amounts of time to fully develop. -An awareness that puberty initiates body changes leading to physical maturity. -Parenthood (becoming a mother or father) is the greatest gift in life, and reproduction is the privilege of a man and woman. -A regard for the phenomenon involved in the creation of a new life.
13. Physical growth a. Food and its sources b. Digestion c. Excretion d. Sleep e. Activity		-About this stage of development children begin to express interest in sexual changes that are beginning to occur in themselves and those around them. -Human growth occurs in many ways. Physically, intellectually, emotionally, socially and spiritually.

14. Embryonic development	- Initiate discussion around the word umbilical. Contrast parent-fetus to spaceman and space-craft. (Also see 15)	- As the baby develops inside the mother the placenta and umbilical cord provide food and oxygen and a means of removing waste.
15. Fetal development	- Incubate fertilized eggs and break open eggs for examination at stated intervals.	
a. Umbilical cord (Simile: Astronaut and space capsule)		- During the embryonic stage there is rapid and complex cell division taking place.
b. Placenta	- Use LIFE reprint on "The Miracle of Birth" to prime discussion on fetal development.	- The amniotic sac and fluid protect the fetus until birth.
c. Amniotic sac		
d. Amniotic fluid		
16. Cell Functions	- Study model cell.	- Our bodies consist of many cells which have varied and important tasks to perform as we live and grow.
a. Ability to store food as energy	- Have children scrape cells from the inside of their mouths and prepare slides for microscopic study.	
b. Production of CO_2 and other waste products.		
c. Cells cluster for forming tissue; tissue to form organs; organs make up body systems.	- After pupils are well acquainted with the fundamental facts concerning cell function, have them write imaginative stories, skits, humorous poems, etc.	
d Cells have 46 chromosomes		
(1) Chromosomes have genes a. Mendel's Law (Dominant and recessive traits).		
e. Cell nucleus and cytoplasm		
f. Cells contain DNA, RNA		- Cells have different kinds of structures which enable each type to perform its specialized function.
17. Cell differentiation		
a. Body make-up consists of trillions of cells		

(1) Muscle

(2) Bone

(3) Skin

(4) Blood

(5) Nerve and Brain

(6) Reproductive system

b. Cells can grow larger

b. Cells multiply (reproduce) by dividing

18. Cell Division

a. Differentiation of structure and function (keep simple)

J-18

19. The five senses

a. Identification

(1) See

(2) Hear

(3) Touch

(4) Smell

(5) Taste

b. Functions

c. Use

-Make a chart of rough and smooth things

-Smell various liquids or objects and attempt to identify.

-Identify various objects in a bag held behind one's back.

-Listen to a variety of sounds of different pitch and volume. Musical instruments.

-Have children produce different vocal sounds.

-Group materials together according to the way they feel.

-We interpret our environment through our senses.

SEX ROLES

OBJECTIVES

Students will:

- Analyze how one's life is affected by gender, sex roles and sex stereotyping.
- Determine the difference between expectations for boys and those for girls.

MATERIALS

Writing material, chalk and chalkboard.

DESCRIPTION OF ACTIVITY

1. Have each student make a list of ten of his/her favorite toys.
2. Have them talk about the reasons the toys were chosen. Then have the children discuss TV commercials promoting toys. Are some toys for girls only?
3. Now read the story "William's Doll", from Free to Be, You and Me. Then using chalkboard, or butcher paper, record students' completions to the following sentences:
   - Boys are supposed to ....
   - Boys are not supposed to ....
   - Girls are supposed to ....
   - Girls are not supposed to ....
4. A suggested evaluation activity can be to read a short story to the class about a child without telling students the sex of the child. Be sure the child in the story behaves in the traditional male or female role. Then ask the students to tell what sex the child is and why they think so. Bring out the underlying values through questions like: "How do you feel about ...?"

W I L L I A M ' S D O L L

William wanted a doll.
He wanted to hug it
and cradle it in his arms
and give it a bottle
and take it to the park
and push it in the swing
and bring it back home
and undress it
and put it to bed
and pull down the shades
and kiss it good-night
and watch its eyes close
and then
William wanted to wake
it up in the morning
when the sun came in
and start all over again
just as though he were
his father and it was
his child.

"A doll!" said his brother
"Don't be a creep!"
"Sissy, sissy, sissy!" said
the boy next door.
"How would you like a basketball?"
his father said.
But William wanted a doll.
It would have blue eyes
and curly eyelashes
and a long white dress
and a bonnet
and when the eyes closed
they would make a little click

like a doll that
belonged to Nancy
next door. "Creepy"
said his brother
"Sissy, sissy" chanted
the boy next door. And
his father brought
home a smooth round
basketball and climbed
up a ladder and attached
a net to the garage and
showed William how to
jump as he threw the
ball so that it went
through the net and
bounced down into his
arms again.

He practiced a lot
and got good at it
but it had nothing to
do with the doll.
William still wanted
one.
His father bought him
an electric train.
They set it up on the
floor and made an eight
out of the tracks
and brought in twigs
from outside
and set them in clay
so they looked like
trees.
The tiny train threaded
around and around the
tracks with a clacking
sound. William made card-
board stations and tunnels
and bridges
and played with
the train a lot.
But he didn't stop wanting
a doll to hug and cradle
and take to the park.

One day
his grandmother came
to visit.

William showed her
how he could throw the ball
through the net
attached to the garage outside.
He showed her the electric train
clacking along the tracks
through the tunnel
over the bridge
around the curve
until it came to a stop
in front of the station
William had made.

She was very interested
and they went for a walk
together
and William said,
"but you know
what I really want
is a doll."
"Wonderful," said his
grandmother.
"No." William said.
"My brother says
it will make me a creep
and the boy next door
says I'm a sissy
and my father
brings me
other things instead."

"Nonsense,"
said his grandmother.
She went to the store
and chose a baby
doll with
curly eyelashes

and a long white
dress and a bonnet.
The doll had blue
eyes and when they
closed they made
a clicking sound
and William loved it
right away.
But his father was
upset. "He's a boy!"
he said

to William's grand-
mother. "He has a basket-
ball and an electric
train and a work-
bench to build things
with. Why does he
need a doll?" Wil-
liam's grandmother
smiled. "He needs it,"
she said, "to hug
and to cradle
and to take to the park
so that when he's a
father like you,
he'll know how to
take care of his
baby and feed him
and love him
and bring him
the things he wants
like a doll so that
he can practice being
a father."

STEREOTYPING

OBJECTIVE

Students will:

- Analyze how one's life is affected by sex roles and stereotypes.

MATERIALS

Male/female pictures with faces hidden, evaluation worksheet, magazines or newspaper with ads.

DESCRIPTION OF ACTIVITY

1. Show pictures of persons with their faces concealed. Ask children to give sex of each and identify clues which helped shape their decisions. Keep a list of clues on chalkboard. Then discuss stereotypes which may appear.

2. Have students cut out three or four advertisements with slogans that are specifically male or female oriented. Talk about the sex role expectations of the media: "What have you learned that is masculine or feminine because of songs, TV and magazines?"

3. Examine TV roles (e.g. "Charlie's Angels", "Good Times", "Buck Rogers in the 25th Century" etc.), then discuss the stereotypes portrayed because of physical traits. Have class talk about the effect of placing expectations on a person because of physical traits only.

Sex Roles Evaluation Worksheet

Complete the following chart using how you feel, think or believe:

Because I am a (boy, girl), I am expected to:	I believe I should be able to:
1) _____	_____
2) _____	_____
3) _____	_____
4) _____	_____
5) _____	_____
6) _____	_____

**WE APPRECIATE OUR DIFFERENCES

OBJECTIVES

Students will:

- Describe themselves and their classmates in the areas of skills, interests, and achievements.
- Describe three ways they are different from one of their classmates.

MATERIALS

Chalkboard, chalk, dictionary.

DESCRIPTION OF ACTIVITY

1. Discuss the meaning of skills, interests, and achievements.
   a. Which of these interests you the most: helping others, making things, entertaining others, transporting goods, etc.? (feelings that focuses special attention on an object or group of objects.)
   b. What are three of your present skills? (learned aptitude or ability)
   c. What makes you feel proud of yourself? (successful completion of something)
2. Have the students pair off and interview each other using the above questions. When the interviews are completed, suggest that several students pretend that they are employment agents who are trying to get jobs for their "clients". Have the "agents" share information about their "clients" with the entire class.
3. Conclude the activity by having each student list three ways in which they are different in skills, interests, and/or achievements from their classmates.

ADDITIONAL LESSON IDEAS

1. Make an Occupations Booklet. Ask each student to make a booklet of occupations that interest him/her. Then have each student write a short paragraph explaining his/her interest in the occupation.
2. Sex Role Stereotype. Ask students to bring pictures of occupations which are open to men and/or women. Discuss the need for all jobs to be open to both sexes and that by law worker selection must be dependent upon job requirements and personal qualifications. Ask students to name occupations which were in the past considered to be "men's jobs" or "women's jobs".

**Adapted from Foundation Program: Career Education and Guidance Guide, Grades 4-6, page 23.

I'M A BOY/ I'M A GIRL

OBJECTIVE:

Students will:

- Communicate, discuss and evaluate their thoughts and feelings about masculine/feminine gender, roles and stereotypes.

DESCRIPTION OF ACTIVITY Circle Group Discussions

1. Divide class into circle groups of 6 to 8 members in the following design:

Teacher

Parent/Aide

Parent/Aide

2. Key words to be learned:

   a. Feminine - having the properties, attributes, and qualities regarded as being characteristic of women and girls.

   b. Masculine - having the properties, attributes, and qualities regarded as being characteristic of men and boys.

   c. Stereotype - a fixed or conventional notion or conception held by a number of people, allowing for no deviation.

Note: There is no "good" or "bad" value placed on the word "stereotype".

(This activity is for use in one class session and can be expanded into six sessions according to topics and individual classroom needs.)

3. Review rules, discussion forms and barriers found in the introduction to this Guide.

4. Following are the discussion topics used:

   Boys and Girls: What do you feel are the differences?

   How do you feel about the ways boys and girls are the same?

   How do you feel about what boys expect from girls?

   How do you feel about what girls expect from boys?

   What do you feel boys expect from boys and girls expect from girls?

   How do you feel about the way boys and girls hide their feelings about each other?

A further variation of this activity can include the following: (4-6 Grade Levels):

Have each group select a leader. Gradually turn over leadership to selected leader while functioning as a leader-trainer, who says less and less and who speaks more and more like one of the other members.

Instruct leader to call on each one who wants to share as well as show leader how to assist the group to look at their feelings, thoughts and knowledge they have gained in the discussion. Finally, have other members acknowledge the leader for his or her handling of the group.

i. Boys and Girls: What Do You Feel Are the Differences?

Boys and girls are truly interested in knowing and becoming aware and involved with each other. In this activity the main purpose is to reduce feelings of guilt and shame that children exhibit when discussing masculinity and femininity.

You may want to begin with a focus setting question: "How do you feel about the toys William received?" (Refer to "William's Doll".) They will say girls and boys differ. Be ready for some laughing and giggling as expressions of embarrassment, especially in upper elementary levels. After completing the previous discussion on feelings about William's toys, you may want to discuss why the students think they are laughing and giggling. This can serve as a means of creating an open climate. Finally, children rarely mention sexual difference of a physical nature. Try to keep focus on intellectual, social, and emotional differences without avoiding physical differences.

Evaluate discussion by having students review some of the major differences discussed between boys and girls.

ii. How Do You Feel About the Ways Boys and Girls Are the Same?

The purpose here is to assist children in appreciating that although there are differences, there are many more ways that boys and girls are the same.

First, tell the group some ways you see boys and girls are the same (e.g. both eat, sleep, get angry, cry, etc.). Then ask each group member to share a couple of ways she/he believes boys and girls are the same. If someone is having trouble thinking of examples of "same-ness" help with suggestions that have opposites (e.g. both can be happy, can be kind, can lie, etc.) Give only enough suggestions to produce ideas on his/her own.

Evaluate discussion by asking children to share what they learned, felt, etc. about the topic.

iii. How Do You Feel About What Boys Expect From Girls?

All of us have learned to protect and defend ourselves against rejection, especially the rejection of being "put-down" when we reach out for another person's affection. Because of this, there exists a conflict between a desire for a reciprocal response and our fear of rejection.

First, let children know this conflict exists, and there are situations we avoid talking about among ourselves. Tell them that in this and the next session we are seeking to build courage and strength against the certain "put-downs" we will meet regarding boy/girl relationship. Children, as well as most people, play an "I'm cool" game in order to receive only pleasant reaction from people of opposite sex they like, while guarding against direct rejection.

Secondly, give each group member an opportunity to see that people can be easily hurt when they don't receive a pleasant reaction to their advances.

Finally, let them know that some of us go through failures that hurt before we experience a satisfying relationship with someone we care for.

Now, share something you see boys expect from girls - e.g. attention, conversation, play, etc.

Encourage everyone to share one thing they see boys expect from girls. Evaluate (after everyone has had a chance to share) what was learned, thought, felt, etc. in this lesson.

iv. How Do You Feel About What Girls Expect From Boys?

This is a completion of the previous section, "How Do You Feel About What Boys Expect From Girls?", but here the attention is on what each one has experienced from girls' perspective.

Review with group what they learned from the previous discussion then apply the same steps here. Give everyone an opportunity to contribute and together evaluate what was discussed.

v. What Do You Feel Boys Expect From Boys and Girls Expect From Girls?

This section is more significant for upper elementary children. During the 3rd through 6th grade years, boys and girls are heavily initiated into the importance of being in the "in-group". Here peer pressure begins to influence much of the child's way of looking at him/herself and the world around. This is not to say that younger children are not also a part of this situation, rather children in the upper elementary grade are moving into the gang or group stage. Peer acceptance and approval become essential for survival among upper elementary children.

During this session, give children a chance to share how they feel about group acceptance and what they feel boys want from boys - girls want from girls.

Evaluation can follow the lines of examining what each group member learned, noticed, felt, etc.

vi. How Do You Feel About the Way Boys and Girls Hide Their Feelings About Each Other?

Although sex is a significant concern of children K-6, the need and desire to be loved and acknowledged are more basic. Simply, what boys and girls want from each other is a satisfying relationship. However, recently a new game with a new set of problems has emerged which avoids personal commitment because of the fear of past and future rejection. The object of this game is to do almost anything to avoid being seen as "un-cool". Three and four year olds are already accomplished "cool" game players.

"I don't care!" - "So what!" - "It doesn't bother me!" are expressions fourth graders use daily to cover up their true feelings about each other.

Let children know about this "cool" game and ask them to share their feelings, concerns, observations concerning covering up their true feelings. (Classes K-2 are well into the topic when they are sharing experiences like: (1) "I want to cry when my sister doesn't let me play with her and her friends"; (2) "He makes me really sad when he makes fun of my teeth, eyes"; (3) "I get mad when the girls chase me". For 3-6 grades the discussion is going well when they are sharing: (1) "If you tell a girl you like her, she laughs and tells the other girls and they make fun of you"; (2) "Guys treat you mean when they find out you like them.")

Evaluate the lesson with the following questions:

"How do you feel about telling girls/boys the way you feel about them?"

"What can you do when someone puts you down or makes fun of you?"

**THE BODY BEAUTIFUL

OBJECTIVE

Students will:

- Relate the effect of personal health practices to one's physical and emotional well-being.

MATERIALS

Magazines, scissors, paste, paper.

DESCRIPTION OF ACTIVITY

1. Have the students make collages of advertisements that emphasize the human body or parts of it. Have them choose ads that "change you for the better," "make you more desirable," etc..

2. Display the collages and ask students to identify and discuss human emotions or desires promoted in the ads. Discuss how the advertisers try to define an image of "correct" male and female physical characteristics.

3. Ask students to tell how they feel when they are different from the image of the "body beautiful" that the advertisements try to promote.

4. Conclude the activity by having students complete the following sentences: (Note: Do not perpetuate sex role stereotyping).

   "The most important thing about a girl's appearance is..."

   "The most important thing about a boy's appearance is..."

ADDITIONAL LESSON IDEA

Take a Survey. Construct a checklist of personal health practices. Have each student assess his/her own health practices and indicate one practice he/she would like to improve. Have students set goals for improvement and write weekly progress reports.

** Adapted from Foundation Program: Career Education and Guidance Guide, Grades 4-6, page 72.

Level II
Section II

SAFETY AND ENVIRONMENT

Incorporates portions of Concept 4, "The Potential for Hazards and Accidents Exists, Whatever the Environment" of the School Health Education Study, copyrighted by the Minnesota Mining and Manufacturing Company.

Suggested for use in grade four.

SECTION II - SAFETY AND ENVIRONMENT

INTRODUCTION

This entire section deals with developing problem-solving, as well as communication skills within the student, so she/he is competent in handling and overcoming potential hazardous and accident-prone situations.

This is accomplished by creating a "safe" space for the student to express his/her points of view concerning safety and environment, then developing in the student the educational skills needed to become a good problem-solver in the area of safety.

RELATED OBJECTIVES

1. Foundation Program Objectives

   I. Develop basic skills for learning and effective communication with others.

   III. Develop decision-making and problem-solving skills.

   IV. Develop independence in learning.

   V. Develop physical and emotional health.

2. Student Performance Expectations for Grade 6

   FPO I

   - Reads an article or paragraph from a variety of materials used by the student and tells the relevant details in sequence.

   - Reads a paragraph from a variety of materials used by the student describing a situation and its outcome, and selects the most probable cause of the outcome.

   - Reads and explains maps, charts, graphs, tables, and illustrations.

   - Reads a news article from a local newspaper, relates the important details, and arrives at implications.

   - Writes a paragraph on a given topic with adequate punctuation and capitalization.

   - Writes a personal letter for a specific purpose demonstrating appropriate letter form, spelling, capitalization, and punctuation.

   - Makes graphs and tables to display and compare measurement data.

FPO III

- Asks appropriate questions to identify and clarify a problem and determine the information needed to solve the problem.
- Gathers relevant information to solve the problem.
- Identifies possible alternatives based on information gathered.
- Makes inferences for each alternative and selects an alternative solution.
- Gathers information from various sources, analyzes and organizes the information.
- Arrives at a conclusion and checks its reliability.
- Interprets the organized information and draws simple generalizations.
- Applies the problem-solving process to an independent project.

FPO IV

- Initiates tasks and seeks help when needed.
- Initiates tasks and solves problems independently.
- Applies study skills in the classroom and library.
- Asks questions to gather information, e.g., to explain phenomena.
- Uses a variety of sources (e.g., library and informed people) to acquire information, including retrieval of alphabetically-stored and numerically-stored information.
- Summarizes retrieved information according to a set purpose.

FPO V

- Describes ways people can handle emotions constructively.
- Describes possible hazards to safety and uses preventive approaches.
- Relates precautions to the prevention of accidents and injuries.

3. Health Objectives

- Cites authoritative data related to the occurrence of accidents.
- Illustrates relationships between accidents and human behavior.

- Reports the effects of environmental factors on the health and safety of individuals and groups.

- Relates precautions to the reduction of hazards and accidents.

4. Related Objectives/Performance Expectations

Science

- Ask questions to help clarify and/or expand on ideas.

- Recall or locate information.

- Understand, not merely recall, facts learned. (This understanding may be demonstrated by the students' abilities to restate facts in their own words.)

- Apply what is learned to a new situation--such as applying a generalization or principle to a new problem.

- Analyze or "take apart" information to examine or work with different parts--ability to categorize.

- Synthesize--create or invent something--by bringing together more than one idea or piece of information or skill.

- Share ideas with others through discussions and/or report giving, as well as informally in "lab" groups.

- Communicate and share ideas through written or oral reports.

- Communicate and share ideas through graphs, drawings, or displays.

- Construct and/or use graphs and histograms to display and/or infer trends.

- Extrapolate and interpolate data from a graph.

- Draw conclusions from a table or chart.

Environmental Education

- Discusses the effectiveness of school or home rules designed to protect the environment.

- Identifies a variety of resources that may be used to gain information on environmental matters.

- Conducts simple investigations to gain first-hand information on environmental matters.

**WHO DUNNIT AND WHY?

OBJECTIVE

Students will:

- Use relevant information to solve problems and check the reliability of conclusions drawn about safety and the environment.

DESCRIPTION OF ACTIVITY

1. Ask the students if they are proud of their school (facilities). Also ask if they have ever observed buildings and/or equipment in their school that have been damaged or defaced in any way. After some discussion, take your class on a tour of the campus during which the students will be required to list their observations and write brief descriptions of how they believe the damages they observe might have occurred.

2. Following the tour, discuss with the students differences between deliberate acts of vandalism, normal deterioration from continued use, and unintentional or accidental damaging of school property. Have the students classify their observations and determine which they believe to be acts of vandalism. Involve them in discussing each of the following:

   a. Why do acts of vandalism occur? (Elicit responses from students before suggesting possible reasons such as frustrations at home and/or school, need for attention or to "show-off," attempt to create a "bully" or "macho" image, disliking or hate for individuals, etc.)

   b. What should you do if you observe a student or students vandalizing school property? Tell the principal or teacher? Try to make the student(s) stop? Call the police? Ignore the situation and not tell anybody? Have them name some of the possible outcomes of each of the suggested actions.

   c. What should be the punishment for a student caught in the act of vandalizing school property? (Elicit responses from students before suggesting other possible forms of punishment such as expulsion from school, require parents to pay for damages, remain in the classroom during all recess periods, etc.) Guide them to draw conclusions about what form of punishment should be used. Then invite the principal, vice principal, or counselor to the classroom to present actions that could be taken which are both legal and consistent with the school code. They should then compare their conclusions with the courses of action presented.

3. Conclude the activity by having the students discuss possible solutions to the problem of vandalism. Emphasize during the discussion that a person decides to vandalize property when he/she chooses between two or more alternative actions.

4. Use the story "The Problem of the Principal's Keys" for open-ended discussion.

ADDITIONAL LESSON IDEA

Resolve a Problem. Present a real or hypothetical problem, e.g., a rumor that someone said something about you, excessive litter on campus. Have students examine the possible causes of the problem and other information necessary to resolve the problem. Conclude the lesson by having students suggest alternative ways to resolve the problem.

**Adapted from Foundation Program: Career Education and Guidance Guide, Grades 4-6, pages 108-109.

THE PROBLEM OF THE PRINCIPAL'S KEYS

Melba could see Momi waving at her from across the school yeard. She smiled to herself. Momi was so crazy. She was always thinking up silly things to do, and everyone liked her - and loved her secrets!

Once Momi had hidden a live chicken in her desk. Another time she had passed around rubber cookies that looked like real ones. So when she called out that she had another secret, Melba hurried over.

"Promise you won't tell," demanded Momi. "Oh yes, I promise I won't tell," said Melba. "Cross your heart and hope to die?" Momi asked solemnly. "Cross my heart and hope to die."

Wow! this was serious. Momi leaned over and cupped her hand to Melba's ear. "Joe Kahaliwai found the principal's car keys and has them in his pocket."

Melba's mouth dropped open. "He's goin' to give them back isn't he?" "Of course not. That will be half the fun, watching him hunt for them. We're goin' stay here on the swings after school and watch."

The school bell rang as Melba opened her mouth to answer. As the girls ran toward the building, Momi said, "Rememba, you promised."

All through Social Studies, Melba wondered about those keys. Maybe Joe would change his mind. Maybe when it came time to go home he'd give the keys to the principal.

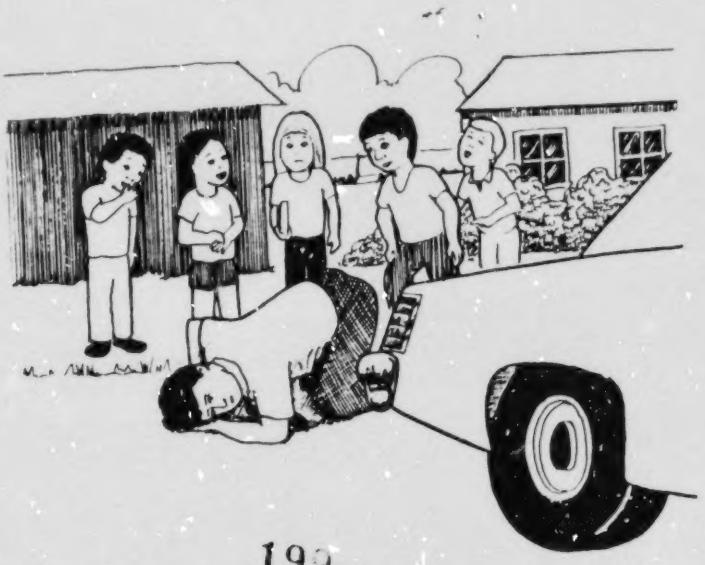
When the last bell rang, Melba went out to the swings where Momi was waiting. Pretty soon Joe and some other boys came running over. Melba could tell from the look on Joe's face that he still had the keys. She felt sick.

A few minutes later Mr. Minami came outside. He started walking slowly around the building, looking in the grass and peering down under the car. Momi and Joe and the boys were laughing themselves sick, but Melba was silent.

This wasn't funny at all. How would the principal get home? What if the principal had a meeting to go to? Melba worried.

But she had promised not to tell.

WHAT SHOULD MELBA DO?



GO TO THE SOURCE

OBJECTIVES

Students will:

- Develop their abilities to use data.
- Recognize authoritative sources of data on accidents and certain groups directly concerned with the study and prevention of accidents.

MATERIALS

Note cards, chartpaper, markers, pencils, writing paper, envelopes, statistical references.

DESCRIPTION OF ACTIVITY

1. Have students collect information and compile data of two accidents from sources such as a newspaper, news broadcast (audio tape), magazine, personal experience, or school health records (from health aide).
2. Devise data outline:

Age_____
Sex_____
Causative Factors _____
Injuries--Describe
_____
_____

3. Analyze what factors: physical, mental-emotional, social and environmental contributed to the accident. Report to the class followed by discussion.
4. Analyze effects of an accident in relation to the victim's family, school, work or home; cost, etc.
5. Brainstorm: Sources of accurate information about accidents.
6. Compile single list.
7. Have advanced students describe type of data which each source listed might have available such as: Police Department--traffic accidents, pedestrian accidents.

8. Have each student select one source, find address and write to the source for data on a specific type of accident. Examples might be--auto accident deaths for 15-20 year olds by sex; home accident deaths for persons over 65; average hospital days per burn victim, etc.

Evaluation Activity

Process one or two cases analyzing various factors correctly.

Notes to Teacher	Authoritative sources and groups studying data include: most commercial insurance companies; most health insurance companies or programs; police department traffic bureau; fire department; health department and U.S. Department of Health, Education and Welfare; American Red Cross and National Safety Council.

THE ACCIDENT TRIANGLE

OBJECTIVES

Students will:

- Recognize accidents as a major problem in the U.S. and state some patterns of occurrence.
- Identify circumstances which coincide at a particular moment resulting in an accident.

MATERIALS

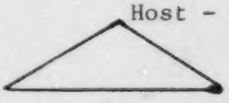
Writing paper, pencils, drawing paper, crayons, or pens.

DESCRIPTION OF ACTIVITY

1. Identify patterns of occurrence of accidents, e.g., the young and old are susceptible to accidents. More accidents happen at home than any other place--why? There are more drownings in Hawaii than Nebraska--why? More males are killed or injured in vehicle accidents than females--why?

2. Invite resource speaker such as traffic investigator, insurance investigator, statistician or others who may collect and use accident data. Interpret to class how they work, what they look for and then have them answer students' questions.

3. Explain meaning of triangle as it relates to accidents:


Host - Person killed or injured
Environment
Physical and behavioral factors involved
Agent - Object causing injury or death

4. Divide class into small groups. Have them devise actual or fictitious case histories of accidents primarily the result of: (1) the agent; (2) the host; (3) the environment. Present these to the class. Humor is welcomed--or art or multi-media presentation. Are the incidents ever the result of a single component? How could such accidents be prevented?

Evaluative Activity

Distribute case studies. Students are to identify factors and patterns of occurrence.

Students may be given a statistical table or brief report. This should be analyzed for accuracy and completeness or misinformation.

Obtain list of leading causes of death, totals, and by age groups from the Department of Health on each island. Study list. Identify type of accidents on the lists; predict causes for these.

WHY ACCIDENTS?

OBJECTIVE

Students will:

- Identify certain physical, psychological and social dimensions of human behavior which relate to accidents.

MATERIALS

Writing paper, pencils.

DESCRIPTION OF ACTIVITY

1. Discuss physical factors leading to accidents, such as fatigue; becoming overtired yet unwilling to rest or sleep frequently leads to injuries around the home, on the highway, on the job or elsewhere. Certain types of medicines (drugs) cause drowsiness, having the same effect as fatigue. Alcohol also serves to slow reflex time.

2. Observe physical capacity; for persons without noticeable handicaps, age has an influence on one's physical ability to meet unexpected situations.

3. Observe young children and the possible physical factors making them more susceptible to accidents; the same for elderly persons. Observations can be in family, at shopping centers or other places where people congregate.

4. Ask students to interview a family member or adult friend regarding his or her experience with fatigue, drowsiness or the effects of medicines which they can recall. Report to class on these observations and interviews.

5. Study psychological, emotional factors such as excitement, worry, anger, depression, risk taking, which can stimulate behavior leading to accidents and injury to self or others.

6. Relate social factors, including peer group pressure, influencing an individual behavior positively or negatively, e.g., drug and alcohol experimentation often occurs from peer group influence.

SAFETY RULES

OBJECTIVES

Students will:

- State ways the health and safety of individuals and groups are affected by the weather, water, air and other environmental factors.
- State ways hazards and accidents can be prevented, reduced or controlled.
- Anticipate dangers and plan to prevent or control hazards and accidents.

MATERIALS

Chart paper, markers, writing paper, pencils.

DESCRIPTION OF ACTIVITY

1. Relate, through student posters or booklet "Living in Hawaii's Climate," some environmental factors and safety (floods, high winds, tsunamis, surf and high surf, rains and flash floods, volcanic action, sun).

2. Read story of "Boy Who Cried Wolf" and relate behavior to human responses.

3. Analyze desirable and undesirable human behavior during disaster situations, e.g., include doing what officials or drills and signs indicate as desirable situations; rushing to scenes of danger or disaster; panic as undesirable behavior.

4. Compare and contrast changes in safety precautions taken many years ago and today in areas of interest to students, e.g., automobiles, football equipment, baseball and other athletic equipment. Analyze one aspect, such as seat belts, in depth.

5. Discuss tsunami warning system; other weather alerts and changes in these in recent years; expectations of public; role of individual. Reference: Civil Defense and Emergency Action Plans, Teacher's Guide.

6. Discuss in small groups reasons for safety rules. Assign each group a topic or let them select a topic.

   Reason for Rules About Fire:

At school	In hotels and apartments
At home	In hospitals
In theaters	In restaurants

   Reasons for rules about cars, driving and traffic.

   Reasons for rules about swimming pools and bathing beaches.

   Have groups report to class with suggestions for improving rules.

7. For evaluation, have students prepare: "Safety rules for my home and family." When complete, have it reviewed by parents with comments attached by them.

THE THREE E's

OBJECTIVE

Students will:

- Identify ways individuals will group efforts are essential to safe living.

MATERIALS

Drawing paper, crayons or pens, paint and brushes.

DESCRIPTION OF ACTIVITY

1. Discuss personal responsibility and its relationship to group efforts. Report to class with examples of recommended types of personal responsibility.

2. Discuss the meaning of "Rules are Made to Break." What risks to self and others does breaking rules entail?

3. Relate knowledge of the environment and certain safety controls to reduction of hazards and accidents.

4. Dramatize or draw a mural representing the three E's. This can be presented to school and parents groups.

   The three "E's" of accident prevention are important in safe living and have been applied in different areas of safety.

   Education Engineering Enforcement

5. Throughout the year keep a class record of types of accidents occurring to students; school days lost; other significant data or develop greater awareness of injury control. Through this activity, students will have the opportunity to demonstrate personal responsibility and participate in group efforts to promote safe living.

Level II
Section III

COMMUNITY HEALTH AND HEALTH CAREER AWARENESS

Incorporates portions of Concept 2, "Protection and Promotion of Health is an Individual, Community, and International Responsibility" and Concept 8, "Utilization of Health Information, Products, and Services is Guided by Values and Perceptions" of the School Health Education Study, copyrighted by the Minnesota Mining and Manufacturing Company.

Suggested for use in grade four.

SECTION III - COMMUNITY HEALTH AND HEALTH CAREER AWARENESS

INTRODUCTION

This section covers what a community is, as well as describes the various health services available within most communities. Although this section is relatively compact, it is imperative that students become aware of their community and what it has to offer. Teachers are advised to expand students' participation by having them look for and discover how their community works.

RELATED OBJECTIVES

1. Foundation Program Objectives

   V. Develop physical and emotional health.

   VI. Recognize and pursue career development as an integral part of the student's total growth and development.

2. Student Performance Expectations for Grade 6

   FPO V

   - Identifies factors influencing community health activities.

   FPO VI

   - Describes types of workers in the community or school.
   - Identifies jobs that have common characteristics and names those characteristics.
   - Names and describes an occupation which is product-oriented and one which is service-oriented.
   - Identifies occupational fields which relate to products and those which relate to services.
   - Identifies some of the values which relate to participation in a particular task.

3. Health Objectives

   - Explains why some health-related efforts are common to all communities while others are unique to certain communities.
   - Identifies factors that influence the nature of community health activities.
   - Compares health programs, facilities, and services provided by organized segments of society.
   - Describes skills and techniques required to meet existing and emerging community health needs.

- Explores functions of and the range of career opportunities in health-service professions and allied fields.

- Is aware that emotions, family patterns, and values influence selection and use of health information, products, and services.

- Compares and contrasts health information, products, and services.

- Identifies different kinds of medical, dental and health related specialists and their role in health services.

- Cites examples of agencies, groups, laws, and standards that protect the health consumer.

4. Related Objectives/Performance Expectations

Guidance/Career Education

- Develop understanding of community workers.

Social Studies

- Identifies and describes ways communities function.

COMMUNITY IS ...

OBJECTIVES

Students will:

- Identify the basic unit of all communities as the individual interacting with other people.
- Identify ways some communities must solve physical, social and emotional health problems, which differ from those in other kinds of communities.

MATERIALS

Chart paper, markers.

DESCRIPTION OF ACTIVITY

1. Develop understandings of various forms and organizations of a community such as: a family, a school, a neighborhood, a geographical region with legal designated boundaries or with topographical boundaries. Refer to Social Studies Curriculum Guide.
2. Delineate social, political, personal and economic relationships of communities.
3. Analyze individuals belonging to different communities.
4. Apply, through small group discussion, the knowledge of community structure to ways this structure helps to meet various types of health needs and problems.
5. Discuss how the health problems may differ in various communities. List these problems, such as flu epidemic, air pollution, etc.
6. Develop recognition of the way a community may be organized for any one purpose may be quite different from the organizing pattern developed to achieve another goal.
7. Divide class into groups. Give each two health problems which a "community" may have that are solved differently, e.g., (1) the school: providing safe food service; providing care of an injured student; (2) the family: someone who has a cold; someone whose tonsils need to be removed.

COMMUNITY SERVICES

OBJECTIVES

Students will:

- Identify factors which influence the nature of health activities in a given community.
- Recognize that some common health problems may be most effectively dealt with at the state level because efforts of larger groups of people are necessary for efficient and effective solution of them.

MATERIALS

Chart paper, markers, maps.

DESCRIPTION OF ACTIVITY

1. Discuss and analyze reasons people may not use a health service being offered in a community such as inconvenience, no public transportation, fear, ignorance, expense, etc.
2. Draw or use a large map of area of school. Locate types of health activities in the area.
3. List some problems or services which can be handled within the family alone, a school alone, or a combination of effort on the island on which students live. If the problem calls for State level efforts, have students point those out.
4. Identify any of the services used by students. Why, why not, what more are needed, is there duplication?
5. Summarize factors influencing health activities and community involvement.

CAREERS IN HEALTH

OBJECTIVE

Students will:

- Explore functions of and the range of career opportunities in health service professions and allied fields.

MATERIALS

Writing paper, pencils.

DESCRIPTION OF ACTIVITY

1. Ask students to select a health career to study and have each student interview someone he/she knows in one of the occupations. Assist students who may not know someone in a health occupation. Have students prepare a report of the interview.

   Interview and report chosen should include: reasons for selecting the career; who it serves; what preparation is needed; how the career serves to educate its clients, patients, the public; satisfaction achieved or expected.

2. Invite resource persons to be panelists representing unusual, interesting, new or little known health occupations. Have students prepare questions ahead of time.

3. Invite representatives of health programs, facilities or services to speak with small groups of students on how their organization functions.

4. As an added dimension, ask students to look for the traditional "male"/"female" careers to study and have them report on the wide variety of choices, with no sexual preferences, that exists today.

Level II
Section IV

Foods for Health

Physical, emotional and social factors which influence eating practices, health and wise buying.

Incorporates portions of Concept 10, "Food Selection and Eating Patterns are Determined by Physical, Social, Mental, Economic, and Cultural Factors" of the School Health Education Study, copyrighted by the Minnesota Mining and Manufacturing Company.

Suggested for use in grade five.

SECTION IV - FOODS FOR HEALTH

INTRODUCTION

Section IV deals with developing students' abilities to discover what they need nutritionally, as well as uncover the physical, social, mental, economic and cultural elements that determine what and how they eat. Here in Hawaii this section is especially significant because our eating habits have a broader social importance because of the multi-ethnic population.

RELATED OBJECTIVES

1. Foundation Program Objectives

   - Develop physical and emotional health.

2. Student Performance Expectations for FPO V - Grade 6

   - Identifies functions of the foundation food groups.

   - Describes similarities and differences amcng families in diet patterns, values, and relationships and how these influence the health of members.

3. Health Objectives

   - Describes food nutrients and their functions as they relate to health.

   - Develop acceptable criteria for food selection and patterns of eating.

   - Cites examples of social and emotional influences on nutritional behavior.

   - Relates different eating patterns to circumstances of living.

DIFFERENT NEEDS

OBJECTIVES

Students will:

- Select a variety of food which provides recommended dietary allowances of nutrients.
- Recognize that greater or lesser amounts of a nutrient are needed at different stages of growth and development.

MATERIALS

Reference materials, writing paper, pencils.

DESCRIPTION OF ACTIVITY

1. Analyze and discuss the nutritional needs of various persons and people of different ages. Examples might include a six-month-old baby, a five year old, a well-known athlete, the President of the United States, a laborer, grandparents, teacher, a pregnant woman.

2. Assign a nutritional component (calcium, phosphorus, vitamin A, B, etc.) to each group of students. Groups are to prepare a drawing which illustrates "Why each person needs . . ." Values of local foods are to be emphasized as examples of food containing nutritional component. See EXHIBIT B for example.

3. Each student develops his/her own tentative criteria for food selection based on the needs such as very active or sedentary; overweight/underweight. Then, writes a paragraph on this, with a statement about need for change or satisfaction with current levels.

REFERENCES AND RESOURCES

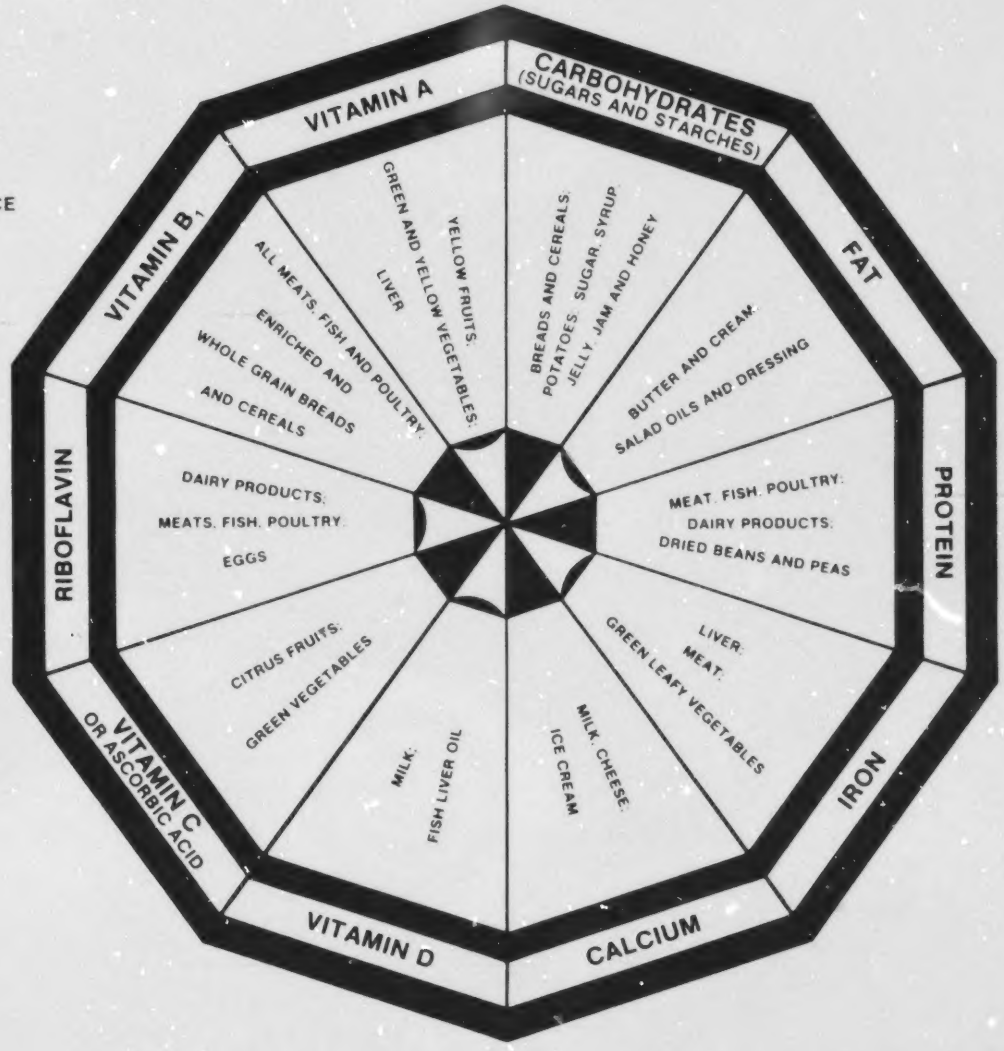
Refer to Nutrition Education Teachers' Guide (DRAFT), Grade 5, Activities 2, "Nutrients Help Build Cells," and 3, "Nutrient Matching Card Game," Grade 4, Activity 16, "Food and A Changing Me," Grade 6, Activity 2, "Recommended Dietary Allowances (RDAs)."

EXHIBIT B

NUTRIENTS TO KEEP YOU IN SHAPE:

M-4

WHERE TO GET THOSE NUTRIENTS:



Adapted From "What Shape Are You In?" By: Hawaiian Electric Company Home Service Department

PATTERNS OF EATING

OBJECTIVES

Students will:

- Recognize that most individuals belong to more than one group and that by and large the groups with which one identifies prescribe eating patterns.
- Recognize with whom, what, where, when, and how one eats affects his/her eating pattern.

MATERIALS

Chart paper, markers.

DESCRIPTION OF ACTIVITY

1. Compare and analyze the foods generally eaten at home in the evening (supper or dinner); those eaten at school; and those eaten at a friend's or relative's home.
2. Have student describe to others in the group an example of his/her eating patterns at home considering the relationship to values and life styles.
3. Divide class into groups of approximately five students each. Assign each group one of the circumstances: with whom, what, where, when and how. Through the use of transparencies, role playing, or other medium, each group is to prepare and present a report on the effects of the circumstances to one's eating pattern.
4. Apply learnings to a class picnic or excursion. Picnic could be on school grounds or at a nearby park.
5. Have each student learn, if possible, to eat with various utensils including knife, fork, spoon and chopsticks.

REFERENCES AND RESOURCES

Refer to Nutrition Education Teachers' Guide (DRAFT), Grade 5, Activities 14, "Eating Patterns of Micronesia", 13, "Eating Patterns of Japan" and 8, "Eating Patterns."

WHICH BOX TO BUY?

OBJECTIVE

Students will:

- Develop ability to recognize social-economic factors which determine choice of food.

MATERIALS

Have reference materials on local foods and their values available, (particularly from the Department of Health, Nutrition Branch), containers, boxes, food charts.

DESCRIPTION OF ACTIVITY

1. Bring boxes or containers of food items to analyze the impact of container design to selection for purchase. Follow this by having students design an original container which may enhance or deter selection.

2. Analyze several different wrappers or containers selling at the same price as to: appearance, content, weight. Determine the most economical.

3. Analyze similar products sold in different manner such as juice in frozen form or canned. Which is more economical?

4. Visit a supermarket with unit pricing and code dating of milk and meat products. Ask store or department manager to explain these.

5. Study examples of food items which are the same but in different quantities and same size item of different brands. Compare the cost per unit.

6. Analyze newspaper market ads for comparative costs of items; similarities and differences between markets.

7. Examine packages which are examples of developments of modern food processing and packaging. Analyze their advantages and disadvantages and possible effect on eating practices.

REFERENCES AND RESOURCES

Refer to Nutrition Education Teachers' Guide (DRAFT), Grade 3, Activity 15, "The Way Foods Are Packaged," Grade 5, Activities 6, "Food Labeling," 7, "Read Those Labels Carefully," Grade 6, Activity 11, "Imitation and Natural Foods."

Level II
Section V

disease and environment

Prevention, control, treatment and rehabilitation.

Incorporates portions of Concept 5, "There are Reciprocal Relationships Involving Man, Disease, and Environment" of the School Health Education Study, copyrighted by the Minnesota Mining and Manufacturing Company.

Suggested for use in grade five.

SECTION V - DISEASE AND ENVIRONMENT

INTRODUCTION

The key concepts in this section deal with disease: prevention, control, treatment and rehabilitation, as well as identification of the effects of disease on one's body system. This section is probably the most practical and valuable for the students as far as their life's view of who they are physically. They learn how to recognize when something unhealthy is occurring within their bodies, as well as what action to take regarding treatment and cure.

RELATED OBJECTIVES

1. Foundation Program Objective V

   - Develop physical and emotional health.

2. Student Performance Expectations for FPO V - Grade 6

   - Identifies factors influencing community health activities.

   - Names various methods by which disease can be prevented, controlled, or cured.

   - Identifies the effects of disease on the functioning of the body systems.

3. Health Objectives

   - Names various methods by which disease can be prevented, controlled, or cured.

   - Identifies various sources of disease.

   - Concludes that immunization prevents and controls some diseases.

   - Cites examples of the effects of disease upon individuals, families, communities, countries.

   - Recognizes that a concern for wellness motivates individuals and organizations.

4. Related Objectives/Performance Expectations

   Environmental Education

   - List a number of environmental factors which may affect the emotional or physical health of human beings. (e.g. use of resources, pollution, environmental management and control).

   - Realizes the quality of life is dependent on human interaction with the environment.

PREVENT, CONTROL OR CURE?

OBJECTIVE

Students will:

- Recognize their own and others' values of health as reflected by their efforts to preserve health through prevention, control, and curative efforts.

MATERIALS

Chalkboard, transparency, chart paper, markers, "Teachers Health Information Booklet" available through District Office. (Health Education Coordinator).

DESCRIPTION OF ACTIVITY

Prevention or primary prevention usually refers to measures through which a cause-and-effect relationship is easily discernable to prevent disease or illness. Immunizations, milk pasteurization, water purification are primary preventive measures. Control or secondary prevention refers to measures taken for conditions which generally are not amenable to primary preventive measures and/or to keep the disease or condition from worsening. Insulin controls diabetes, medicines control heart disease and high blood pressures, etc. Cure is a means of overcoming an illness or disease--some illnesses are cured by the use of antibiotics, some conditions are cured by surgery, etc. Another dimension is rehabilitation, which is a means of training or restoring a person to his fullest capacities in spite of disease or disability.

1. Discuss and list on blackboard, chart, or transparency diseases for which there is a preventive measure and what the measure is.

2. Repeat activity for diseases or conditions for which no specific preventive measure is known but which can be controlled.

3. Continue with those for which cure is possible.

4. Develop criteria of what a person needs to know in order to prevent, control or cure the disease.

5. Explain and give examples of laws, regulations, ordinances and standards related to disease prevention. Discuss their necessity.

6. Study laws which were applied during the Hawaiian monarchy. How have they changed? (Reference: History of Public Health in Hawaii, Department of Health)

HOW DOES IT GROW?

OBJECTIVES

Students will:

- Understand that micro-organisms cause disease.
- State ways human's environment includes other factors contributing to disease: the atmosphere, plants, food, water, and milk supplies; environmental hazards which humans cannot adapt; aggravating conditions or illness (polluted water, contaminated food, allergens).

MATERIALS

Incubator, microscope, slides, overhead, transparency, markers.

DESCRIPTION OF ACTIVITY

1. Discuss meaning of "environmental factors." (See page N-2)
2. Apply meaning of "environmental factors" to health.
3. Discuss control of environmental factor to prevent disease or injury. Invite Sanitarian or School Health Nurse from Department of Health to talk to class.
4. Use visual aids to:
   a. Describe a disease which has humans as its chief reservoir and is spread from human to human, e.g. impetigo, pinworms.
   b. Identify a disease in which an animal is the chief reservoir, such as rabies in dogs.
   c. Describe a disease for which insects/rodents are vectors of disease such as plague and typhus fever in rats; encephalitis from mosquitoes.
5. Use incubator to demonstrate growth of micro-organisms from fingerprint, soiled glass or dish.
6. Examine growth (2) under microscope.
7. Assign each student to write a report which is to describe three diseases with different reservoirs of infection.

DISEASE AFFECTS MANY

OBJECTIVES

Students will:

- Identify effects of disease on one's physical state, mental and emotional condition, and social interaction, and on the family.
- Recognize effects of widespread occurrence of disease upon communities.

DESCRIPTION OF ACTIVITY

1. Invite resource persons (patients or former patients) to meet with small groups. These should be persons who have experienced a health problem which requires control, cure or treatment, and/or rehabilitation. Emphasis should be on how the disease or condition affects (affected) the individual and the family.
2. Report by groups to the entire class. Resource persons (patients) serve to answer questions, clarify points or giving reactions.
3. Ask children in the classroom who experience some illness to describe how it affected them personally and their families when they return to school.
4. Consider the school as a "community." Discuss the effects of large absenteeism of students, teachers and school personnel. How will those not sick be affected? Those who are sick be affected?
5. Consider a group of workers or employees of a company as a "community." Discuss the effects of illness if most: policemen were ill; most of the firemen; most of the bus drivers; most of the electrical workers, etc., all were ill at the same time. Introduce the term "epidemic."

Notes to Teacher	Such resource persons (patients, their relatives or physicians, may be obtained through voluntary health agencies, the Department of Health, parents of students or similar contacts.

IMMUNITY

OBJECTIVES

Students will:

- Explain immunity as the state of being resistant to a particular disease due to the presence in the blood of specific substances.

- Understand requirements for all dogs and cats to have rabies vaccinations in certain areas of the world.

MATERIALS

References, transparencies, slides, speakers, "Teachers Health Information" booklet.

DESCRIPTION OF ACTIVITY

1. Present information through visual aid on the development and function of "antibodies." (Chemicals in your blood which develop as a result of disease organisms that get into your body. They fight of poisons produced by pathogens.) Some antibodies can protect you for the rest of your life.

2. Discuss disease for which active and passive immunity is possible. Describe active immunity as a direct exposure to the disease where the body develops antibodies. Passive immunity is usually gotten through a vaccine that makes your body produce antibodies.

3. Identify disease or conditions for which there is no known vaccine. More advanced or scientifically inclined students may pursue special projects on the difficulty in developing a vaccine against such diseases as cancer, leprosy and venereal disease. The state of present progress of vaccine development can be reported.

4. Discuss or debate the reasons why some people may not seek immunizations for their children, such as Christian Scientists.

5. Study the nature of rabies; how it is spread; how it affects humans; the type of vaccine and effectiveness. Departments of Health and Agriculture and veterinarians are possible resources.

6. Debate: Quarantine restrictions should be maintained (or lifted) for animals that come from areas where rabies is prevalent. Hawaii, Australia, New Zealand and England are the primary rabies-free areas of the world. Stringent quarantine requirements exist to keep the areas rabies free.

7. Have each student bring a list of the disease for which he/she has had shots--immunizations; and the approximate age he/she had them. Make a master check list for all students in the class and the various diseases for which they have been immunized. Students who have traveled to foreign countries and/or whose parents are in the military service may have had more than are necessary locally.

   Compare the master list with those required by law or by Department of Health regulation. A current list can be obtained from the district office of the Department of Health. Encourage those not meeting requirements to arrange for immunizations.

   Encourage students to keep own record of immunizations.

WELLNESS

OBJECTIVES

Students will:

- Cite examples from history to show that people have been concerned with wellness.
- Identify own role and responsibility for improving wellness.

MATERIALS

Writing paper, pencils.

DESCRIPTION OF ACTIVITY

1. Trace the "trial and error" process of early health treatments.
2. Review "Nine Doctors and God" by Francis John Halford, University of Hawaii Press, and other Hawaii historical health documents.
3. Invite medical association speaker on "History of Health in Hawaii." Analyze the motivations of early health practitioners.
4. Prepare description of own role in improving wellness, in helping others improve wellness. Wellness is a lifestyle approach in which the individual strives to realize his/her best potential for physical fitness, emotional serenity, and zest for living.
5. Add description of anticipated future responsibility for improving wellness. Use at least these five dimensions in in your discussion: self-responsibility, environmental sensitivity, nutritional awareness, physical fitness and stress management.

Level II
Section VI

family relationships and health; peer relationships; puberty and reproduction

Incorporates portions of Concept 6, "The Family Serves to Perpetuate Man and to Fulfill Certain Health Needs" of the School Health Education Study, copyrighted by the Minnesota Mining and Manufacturing Company.

Suggested for use in grade five.

SECTION VI - FAMILY RELATIONSHIPS AND HEALTH; PEER RELATIONSHIPS; PUBERTY AND REPRODUCTION

INTRODUCTION

This section covers many areas of relationships: self, family, peer. There is some factual information and review of growth and development; however, the emphasis is on the inquiry process and self-discovery. Students are becoming more aware of their social needs and are eager to develop social skills.

RELATED OBJECTIVES

1. Foundation Program Objectives

   II. Develop a positive self-esteem.

   V. Develop physical and emotional health.

   VII. Develop a continually growing philosophy such that the student is responsible to self as well as others.

   VIII. Develop creative potential and esthetic sensitivity.

2. Student Performance Expectations for Grade 6

   FPO II

   - Explains how the various members of the family infuence how one feels about self.
   - Describes the cultural practices which one's family values and how they affect feelings about self.
   - Explains how peers can influence changes in one's behavior and feelings about self.
   - Demonstrates increasing social skills in peer relationships.
   - Relates one's personality traits to how one interacts with others.
   - Explains how different social groups contribute to one's personal development.

   FPO V

   - Describes the reproductive process and how life begins.
   - Describes the location and function of organs of the human body and their interdependency.
   - Describes stages of the life cycle from conception to death.

   FPO VII

   - Describes ways in which cultural differences may be appreciated.

FPO VIII

- Produces simple creative works using appropriate media to depict feelings, ideas or experiences.

3. Health Objectives

- Illustrates relationships within a family that influence the degree of health and happiness of all members.

- Is aware that families in present day society display a wide range of characteristics.

- Describes personal qualities which affect peer group relationships.

- Explains body changes which occur during puberty.

- Is aware of the reproductive process and how life begins.

- Defines heredity and is aware of inherited and acquired characteristics.

4. Related Objectives/Performance Expectation

Social Studies

- Describes the cultural practices which one's family values and how they affect feelings about self.

- Describes cultural practices from an ethnic group other than one's own, and explains one's acceptance or non-acceptance of them.

- Analyzes the reasons for difficulties in acceptance of cultural practices that differ from one's own.

- Describes one's behavior towards others that enhances positive relationships.

- Predicts the probable reactions to inconsistent behaviors toward others.

BODY CHANGES AND PUBERTY

OBJECTIVE

Students will:

- Be aware of and be more accepting of their own physical growth and development.

MATERIALS

Blackboard, charts, or slides.

DESCRIPTION OF ACTIVITY

1. Explain to students that today's class will cover physical growth and development during adolescence. As an introduction to the subject, you would like them to close their eyes and participate silently while you ask them a series of questions; tell them to make themselves as comfortable as possible. Take two deep breaths and relax.

   Directions to read aloud:

   a. "Imagine that you're looking at yourself in a full-length mirror. Take a good look from head to toe. What's the first thing you notice about your appearance?

   b. Now go backwards in time to when you were 5 years old. See yourself in the mirror as you were at five. Look from head to toe. What do you see? Notice your arms--your legs--are you plump? or thin?

   c. Now look at your face. Notice the expression of your face. How do you feel? Timid? Happy? What's the feeling that shows in your face? Do you like the body you see in the mirror? Do you have any concern about it? Remember these feelings.

   d. Now move ahead in time, getting older slowly until you reach your present age again. Watch the changes in your body. Notice the expression on your face. Does it change? What's happening to your feelings?

   e. Looking at yourself again from head to toe; what are the changes that are taking place in your body? How are you feeling about the changes happening? Are you pleased? Worried? Do you like the changes?

   f. Now as soon as you feel ready, open your eyes. Would anyone like to share feelings, thoughts or ideas they had when their eyes were closed?"

2. Now that the class has gotten in touch with some of their feelings about the changes that are happening within their bodies, lead a short information-giving and information-sharing discussion about the physical, emotional and sexual changes that occur during puberty and later adolescence.

   a. Discuss the age at which boys and girls go into puberty.

   b. What are the signs/changes that a boy might notice?

   c. What are the signs/changes that a girl might notice?

   d. Besides physical changes, are there any emotional changes that boys and girls go through? If so, what are they? What about relationships with parents? Peers of the same sex? Peers of the opposite sex? Is it different for boys compared to girls?

   e. What about sexual feelings? How do boys and girls know if they are attracted to each other? What does it feel like?

3. In summary, discuss how almost everyone has feelings and worries about the changes that are taking place during puberty. Reassure the students that changes take place at different rates for different people. There is a wide range for what's normal--some people mature more quickly than others, some more slowly.

FERTILIZATION AND FETUS

OBJECTIVES

Students will:

- Explain the fertilization process in humans and the beginning of new life of a child.
- Identify the normal stages of growth and development of the fetus which culminates in the birth process.

MATERIALS

Models, charts of the body.

DESCRIPTION OF ACTIVITY

1. Describe and discuss through the use of visual aid, or the mannequin-model from the Technical Assistance Center, the fertilization process including the production of the ova in the female, the sperm and erect penis of the male and uniting them through sexual intercourse.

2. Show and discuss through diagrams, models or posters the uterus in relation to other organs of the body, particularly the stomach and intestine.

3. Study with the same or different visual aids the growth stages of the fetus during pregnancy. Use the March of Dimes "How Baby Grows" chart.

4. Show and discuss through media or models the birth and after-birth process. Appropriate films should be previewed before showing because of differences in maturity. Films are available from the Departments of Health and Education: "The Beginning of Life," "New Born", "Miracle of Reproduction."

5. Solicit questions and form them into study questions for more detailed study. Family planning, birth defects, and multiple births may be concerns expressed by students via anonymous question box placed in classroom a week before lesson is done.

MALE AND FEMALE PARTS

OBJECTIVES

Students will:

- Use correct scientific terms when identifying male and female parts in animals and humans.

Words to Know Key: f = female m = male

1. Egg (f), Sperm (m): Reproductive cells.
2. Penis: Male organ for sexual intercourse and urination.
3. Sexual intercourse: The act of coming together of two humans; also, the biological act of procreation.
4. Testes (m), Ovary (f): Organs which produce reproductive cells.
5. Urination: The act of discharging urine from the body.
6. Uterus (f): Organ receiving fertilized ovum.
7. Vagina (f): Female birth canal and organ for sexual intercourse.

DESCRIPTION OF ACTIVITY (A letter to parents may precede this lesson. See pg.S-9.)

1. Familiarize children, who are entering school for the first time and the class, with the campus. Have children visit the principal's office, the nurse's room, the gym, the library, the auditorium, the cafeteria, the art room, etc. During this tour, plan to stop at both the girls' and boys' restrooms.
2. Upon returning to the classroom, show the class diagrams or charts or models of the male and female bodies. Have the children name the body parts (e.g. head, eyes, nose, arms, chest, navel, penis, vagina, buttocks, thighs, legs,etc.).
3. Leave the charts or models of the male and female bodies displayed and have each child identify five parts of boys' and girls' bodies that undergo changes. Have them name any changes that they are aware of (e.g. pubic hair growth,body odor and underarm hair growth, menarche, voice changes , wet dreams, etc.).
4. Have children share what they learned during this activity.

Note to Teacher: Body changes may cause worry or embarrassment to boys and girls who start to mature earlier or later than their friends. However, within a few years, most teens will find that their friends have caught up with them or they have caught up with their friends in body growth and development.

Similarities

We often think that our body differences make us male or female, and yet when our development began inside our mother's bodies, there were no readily observable differences between male and female.

The developing life inside the uterus is call an embryo and later, a fetus. At the beginning of the embryo/fetus' development, the embryo/fetus has no male or female organs. Gradually these organs begin to develop, miraculously, and they develop from the very same tissue. For example:

1. The head of the penis in the male and the small bean-like organ in the female near where she urinates develop from the same tissue.
2. The penis and the vagina (see pg. 0-7) develop from the same tissue.
3. The small ball-like organs (the testicles) behind the penis in the male and the egg-producing organs (the ovaries) inside the female develop from the same tissue.

When we are born we have sex organs which grow and mature as we grow older.

1. Somewhere around the ages of 10 to 13 in a girl, or 11 to 14 in a boy, our sex organs begin to mature. Signals of this development are a girl having a monthly show of blood, or a boy finding a white sticky fluid coming out of his penis at times.

It is important to know about our bodies and how they work. Wrong information or no information about how our bodies work can make us worry.

ANONYMOUS QUESTIONS

When beginning a lecture or discussion on reproductive anatomy and physiology, try to create an atmosphere where it's OK to ask questions. A teacher can facilitate questions by asking questions of the class, and by pausing to ask for comments or questions from the class. When lecturing, be careful to explain terminology, realizing that many students will know the street terminology rather than the "proper" vocabulary. You can't be too basic.

Slides or charts are an obvious necessity. Gear the amount of detail in a lecture to the age group. It is more important to grasp the basic concepts (how and when do women get pregnant?) than to be overloaded with information.

Be aware of the wide variation in growth and development during puberty and adolescence. Acknowledge both the variation and the worry that some students face. Be sensitive also to possible embarrassment, especially when showing slides or describing sexual activity. Body image tends to be an issue among pre-teenagers, as well as the whole concept of normality.

Anonymous Questions

- What makes boys and girls different?
- Where did I come from?
- How do babies grow inside their mother?
- How do you know you are going to have a baby?
- How do you know you are going to have two babies?
- How do the male and female have a baby?
- Why do some mothers have more than one baby?
- Do boys and girls think, feel, and act differently?

Procedure

The procedure is very simple. At some point, usually near the end of the sexuality unit, the teacher hands out blank slips of paper asking the students to write down any unanswered questions they may have. The teacher should make it clear that they are welcome to ask anything they want, that there is no such thing as a dumb question. In order to prevent those with pressing questions from feeling uncomfortable, require that all students write something on the slip of paper. Most everyone will come up with a question if you give them enough time.

Pass a container around and have the students place their slips into it. Then go to the front of the class, read the questions and start answering. If you don't know the answer to a question, tell them that you'll try to find out and get back to them. If you feel uncomfortable with a question, be honest about it and say so. They will respect that.

To help prepare you, we've included a list of anonymous questions asked by students.

Suggestions

We have included a few typical questions and possible responses. These are examples of one style of answering questions. A teacher would obviously adjust his/her style as appropriate . . . . .

"IS IT POSSIBLE FOR AN EGG THAT GETS FERTILIZED TO GO DOWN WITH THE PERIOD?"

Yes, it is possible. Sometimes, even though the egg gets fertilized, it does not successfully implant in a wall of the uterus. If this happens, it will deteriorate and come out with the menstrual flow. The fertilized egg is so small that the woman would not see it.

"WHAT HAPPENS TO THE SPERM CELL IF IT MISSES THE EGG?"

Sperm which do not fertilize an egg deteriorate, die and disintegrate.

HOW DO YOU GET TWINS?

Identical twins are the result of a fertilized egg splitting in two and developing into two babies. Fraternal twins are the result of double ovulation--two eggs released at the same time, or within a few days of each other, fertilized by two separate sperm.

CAN A GIRL GET PREGNANT ON HER PERIOD?

Yes, particularly if she has irregular or short (21-day) cycles.

CAN A GIRL GET PREGNANT THE FIRST TIME?

Yes, it's just as possible for a girl to get pregnant the first time she has sexual intercourse as it is at any other time.

WHY DO GIRLS HAVE PERIODS AND BOYS DON'T?

Girls' bodies and boys' bodies have different ways of preparing for parenthood. When a girl begins to develop into a young woman, menstruation is a sign that her uterus is practicing how to prepare for a pregnancy. If a girl isn't pregnant, the lining of the uterus isn't needed, and it gets released during the period.

Boys' bodies develop in a different way. When a boys' testicles begin to manufacture sperm, the supply of sperm builds up until it is necessary for them to be released when the boy is asleep. This is called a wet dream. Having periods and wet dreams are good news, because they indicate that girls and boys are growing up, and can become parents someday, if they want to.

LOVE IS . . .

OBJECTIVE

Students will:

- Differentiate between various types of love and how each type of love is expressed.

MATERIALS

Chart paper, markers, drawing paper, crayons, composition paper, pencils, magazines, record player or cassette recorder.

DESCRIPTION OF ACTIVITY

1. Have students bring in favorite records or tapes to listen to and collect lyrics of popular songs. Have students analyze what type of love is expressed in these songs. Example: Love Me Tender.

2. Have students make a list of people, places and things they love and classify the type of love they feel for each, e.g. parents, grandparents, brothers, sisters, other relatives, favorite T.V. and movie stars, friends, pets, beach, etc.

3. "Love is": Have students make cartoons or collages which define love. Have students explain why they chose the pictures in the cartoon or collage.

4. In writing or orally, have each student define the various types of love, e.g. relatives, friends, pets, hobbies, places, etc.

5. Use the following as a possible way of charting various objects of love described by students:

Relatives	Friends	Favorite People	Things/Possessions	Places
1. Mother	Jean	Santa Claus	Pet dog	Maui
2. Father	Clyde	Brooke Shields	Necklace	Chicago
3. Grandfather	Ryan	Superman	Sony Walkman	New York
4. Aunty	Sue	Pat Benatar	Surfboard	Castle Park
5.				

FAMILY RIGHTS AND RESPONSIBILITIES

OBJECTIVE

Students will:

- Identify the relationships among rights, privileges and responsibilities of family members.

MATERIALS

Chart paper, markers.

DESCRIPTION OF ACTIVITY

1. Develop a chart of family privileges and responsibilities titled: "If these are my rights and privileges, then these are my responsibilities." For example: If I can have a pet (privilege), then I must take care of it (responsibility). Others may be: own room, new clothes, toys, bike, t.v. viewing, etc.

2. Define responsibility. Explore ways in which students can show responsibility in the family. Discuss what happens when one fails to accept his or her responsibilities.

3. Role play situations which involve responsibilities and privileges. Some suggestions are:

   a. Joanna (10 years old) has not cleaned her room for a week, even after being reminded for the third time this week. After dinner tonight, she is meeting with her parents to talk about her room.

   b. Aaron (11 years old) has a 6:30 p.m. curfew and he is late for the second day in a row. When he comes into the house at 7:00 p.m. his father is waiting to talk to Aaron about his lateness.

   c. Moana (11 years old) has a new friend in class who invites her to her house after school. Moana goes to her friend's house and stays till 5:00 p.m. When she gets home, she remembers that she had a dental appointment that afternoon. What should she say to her mother when she sees her?

**HOW DO I DEVELOP RESPONSIBILITY?

OBJECTIVES

Students will:

- Describe their own personality traits.
- Explain how various members of the family influence one's feelings of self-worth.

MATERIALS

Chalk, chalkboard, sheets of paper, pencils.

DESCRIPTION OF ACTIVITY

1. Write the following sentences on the chalkboard.

I am happy most of the time.	I am afraid to try new things.
I feel tired most of the time.	I am a hard worker.
I like to try new things.	I cooperate most of the time.
I like to be the leader.	I like to be around people most of the time.
I feel angry most of the time.	I like to be by myself most of the time.
I have lots of energy.	

2. Have students choose three sentences they would use to describe themselves. Ask them to write the three sentences on a piece of paper; they should not include their names.

3. Collect the papers, and without letting anyone know whose papers you have selected, read several of them aloud to the class. Ask the class to discuss some of the things which might have influenced a person to have the personality traits listed. Use the following questions to help stimulate discussion.

   a. Which personality traits usually help people have positive feelings about themselves? Negative feelings?

   b. What characteristics would you use to describe a happy person? An unhappy person? Why?

   c. Does everyone have the same personality traits? What are some of the ways our personalities are different?

   d. How do you think we get our personality? Do you think we can change our personality? How?

   e. How would you describe the personality of your family as a group?

f. In what ways does your family influence your feelings about yourself?

g. Describe a time when your sister/brother helped you to feel good about yourself?

h. Describe a time when your father/mother helped you to feel good about yourself?

i. Do you remember a time when your uncle/aunt influenced the way you felt about yourself? Your grandmother/grandfather? What did they do?

j. Name some other things and/or people who influence the way we feel about ourselves.

4. Conclude the activity by having students define personality and tell how it is developed.

5. Encourage the students to privately identify their written descriptions of themselves so you may file them in their Self-appraisal Folders.

ADDITIONAL LESSON IDEAS

1. Overcoming Fears. Have each student write something he would like to be able to do but is afraid to try. Collect the papers and read them to the class. Discuss possible reasons for reluctance in each situation. Have students suggest ways the student might overcome his fears and gain the courage to try.

2. Looking at Me. Have each student look at himself/herself through the eyes of a family member and write a short description of her/his personality.

**Taken from Foundation Program: Career Education and Guidance Guide, Grades 4-6, pages 34-35.

CHANGES IN MY FAMILY

OBJECTIVE

Students will:

- Identify role changes and some reasons why the changes occur in a family.

MATERIALS

Drawing paper, crayons, paint, felt pens.

DESCRIPTION OF ACTIVITY

1. Ask students to talk about families they know that have experienced a change. Discuss death, divorce, changes in work patterns, new babies, marriage of a sibling, and so forth. Encourage students to examine their feelings about each by using focus setting questions and one of the discussion models, pages 6 to 10. Questions to explore with students are:

   A. How do you feel a family would change if one of their grandparents dies?

   B. What would happen if a father lost his job and does not work for a year?

   C. How different would your life be if you had a baby sister?

   D. How do you feel a family would be if the mother and father got a divorce?

   E. What would change in a family if both parents work and the children had to care for themselves until 5:00 p.m. everyday?

2. Through pictures from magazines, etc., students create an existing family "before" portrait and then create an "after" portrait. Encourage students to tell or write a story about how and why this family changed, such as: marriage of couple who are single parents, thus creating a "blended" family; death of a child; birth; etc.

**WE CELEBRATE OUR HERITAGE

OBJECTIVES

Students will:

- Plan and participate in a celebration of their cultural heritages.
- Describe favorite things about their own customs and those of their classmates.

MATERIALS

Writing paper, pencils.

DESCRIPTION OF ACTIVITY

1. Discuss the meaning of cultural heritage. To stimulate discussion you may display a number of different kinds of footwear, including slippers, boots, and stockings. Then ask the students to give reasons why we have so many different kinds of footwear, and have them tell where the people wear certain things, eat certain foods, sing certain songs, perform certain dances, and do certain things because their parents and grandparents did. Encourage them to list as many customs as they know. Let them express their feelings about their own customs. Emphasize that cultural heritages play a very influential role in the way we feel about ourselves and others.

2. Ask the students to help you plan an event to which parents and families will be invited to the classroom to celebrate their cultural heritages. Set the time and date for the celebration, and have the students write invitations to their families.

3. Make a list of ways parents may help students prepare for the celebration, and send the list home with the invitations.

Suggestions for ways to share one's cultural heritage are:

a. Bring family photo albums to show.

b. Perform a dance—square dance, hula, waltz, jig, polka, etc.

c. Sing—opera, hymn, nursery-rhyme, etc.

d. Invite an elderly person/kupuna to talk about their heritage and what it feels like to grow old.

d. Display family heirloom and tell about it -- jewelry, books, clothing, bonsai, toy, needlepoint, ceramics, etc.

e. Demonstrate or tell about the preparation of family foods-- black-eyed peas, corn beard, pastries, fudge, chicken soup, sashimi, chili, sushi, poi, etc.

f. Tell the story of your family and how you came to be in Hawaii.

g. Play musical instrument -- bongo, fiddle, zither, accordion, tambourine, castanets, etc.

h. Demonstrate flower arranging, quilting, throwing net, laying traps, baiting fish hooks, weaving, roping, etc.

i. Teach a game or song or dance.

j. Wear a costume and tell about its origin.

k. Make a family-tree poster and tell about it.

l. Tell about a particular festival or custom -- barn raising, shivaree, wedding, birthday cake and candles, chanukah, broom-jumping, naming of children, New Year's Day, taffy-pull, bathing, etc.

m. Tell about different kinds of architecture for homes and how they were developed.

n. Tell about customary family organizations -- 'ohana, kibbutz, extended, communal, etc.

4. Have the celebration. Extend the activity by having students write brief descriptions about favorite things from their own heritages and those of their classmates. ("I like the colorful clothes and graceful dances of my Filipino heritage." "I like the kalua pig and the way Kimo's Hawaiian people love the ocean." etc.)

5. Ask students to read their sentences aloud, then collect the papers and file them in the Self-Appraisal Folders.

ADDITIONAL LESSON IDEAS

"Ono Kau Kau". Have each student list their favorite foods. Compile into a class list and ask students if they know the ethnic or cultural origin of the foods. Write the correct answers on the chalkboard. Have the class discuss how each ethnic or cultural group contributes to the enrichment of students' lives.

**Taken from Foundation Program: Career Education and Guidance Guide, Grades 4-6, pages 24-25.

**A FRIEND IN NEED IS A FRIEND INDEED

OBJECTIVES

Students will:

- Identify qualities of a friend.
- Describe what they like to do with their friends and family.

MATERIALS

Paper for chart, marker pens.

DESCRIPTION OF ACTIVITY

1. Make a chart of "A Friend is..." and display it in the front of the room.

   A friend is . . .

   honest
   trustworthy
   fair
   kind
   helpful
   caring
   sharing

2. Discuss some qualities a friend should possess and review the meaning of the words on the chart. Extend the list as students name additional qualities.

3. Have the students write a story about their friend, real or imaginary, using most of the words from the chart.

4. Ask a few willing students to read their stories to the class.

5. Collect the papers, then have the students describe what they like to do with their friends and families.

** Taken from Foundation Program: Career Education and Guidance Guide, Grades K-3, pages 90-91.

**NURTURING FRIENDSHIPS

OBJECTIVE

Students will:

- Identify behavioral characteristics which contribute to satisfying peer relationships.

MATERIALS

Copy of the "Friendship Worksheet" for each student, pencils.

DESCRIPTION OF ACTIVITY

1. Give each student a copy of the "Friendship Worksheet" and ask them to complete it.

2. Ask students to choose two of the words that describe themselves, and to write the words on a slip of paper. Then help them find a classmate who chose the same descriptive words. When they have found each other, they should sit together and compare their "Friendship Worksheet" choices for an ideal friend.

3. Conclude the activity by having students suggest ways to make new friends and nurture friendships they already have.

**Taken from Foundation Program: Career Education and Guidance Guide, Grades 4-6, pages 70-71.

Friendship Worksheet

Draw a circle around each word that describes you. Draw a rectangle around each word that describes your ideal friend. It is possible for some words to have both a circle and a rectangle.

moody	sensitive	dependable
interesting	shy	loyal
slow to relate	easily led	selective
unforgiving	lighthearted	aggressive
fun-loving	trusting	demanding
assertive	caring	bossy
generous	likeable	standoffish
dynamic	cold	shallow
compromising	argumentative	trustworthy
humorous	indifferent	selfish
affectionate	suspicious	jealous
unpredictable	easily hurt	reserved
concerned		

HAWAII AND ITS FAMILIES

OBJECTIVES

Students will:

- Investigate the cultural heritage of the family and its effect on family functions.
- Develop an understanding of personal worth as well as one's contribution within one's family.
- Identify his/her family situations and start to relate to other families in Hawaii.

MATERIALS

Map of the world, resource people from other countries, pencil and paper.

DESCRIPTION OF ACTIVITY

1. Invite resource people from other lands to talk to the class.
2. Have children ask their parents what country their ancestors came from and have students complete a heritage tree.
3. Make a map of the world the size of a large bulletin board. Place colored pins with students' names attached on the map to show the cultural heritage of the entire class.
4. Have students identify in writing or in discussion personal attitudes or behaviors they hold, which are a direct result of their cultural heritage.
5. Have students make up a list of the various types of families in Hawaii. Another way can be to have students make a collage of the various types of Hawaiian families.
6. Finally, have each student evaluate this activity by completing the following statements:

   "I learned ....."

   "This activity was ....."

   "Families in Hawaii are....."

   "I have discovered.....about families."

**HOW ARE YOU GETTING ALONG WITH OTHERS?

OBJECTIVES

Students will:

- Complete a checklist describing their ability to relate to others.
- Tell what they like to do with their friends and family.
- Choose one area which they would like to improve while they are in the fifth grade.

MATERIALS

Copy of the Social Relationships Checklist for each student, pencils.

DESCRIPTION OF ACTIVITY

1. Help the students complete the Social Relationships Checklist. You might want to look at your school's report card to make sure all important items have been included.
2. Ask a few students to talk about some of the items to reinforce their social abilities.
3. Collect the lists and file them in their Self-appraisal Folders. Be sure to note the areas they chose for improvement as well as areas you will want to help them improve during the year. Watch for students who might need to be referred to the school counselor.
4. Toward the end of the year, review the checklists and reinforce students for abilities that have improved.

ADDITIONAL LESSON IDEAS

1. Class Booklet. Have students draw pictures of activities they like to do by themselves and with others. Assemble the pictures into a class booklet.
2. Class Story. Ask students to name people they like to be with, for example, friends, mother, father, aunt. List student responses on the chalkboard. Create boy and girl story characters representing all the students in the room and begin by saying, "(Names of the characters) love to do some things with other people." Then taking one character at a time, have students suggest activities the story characters would love to do with any of the people on the list. Periodically take a poll of the students to see how many students would also enjoy doing the same things.

REFERENCES AND RESOURCES

Developing Understanding of Self and Others (DUSO) D-1, "Unit IV: Understanding Independence" includes a lesson on doing things for yourself. This multi-media kit is available from American Guidance Services, Inc.

**Taken from Foundation Program: Career Education and Guidance Guide, Grades K-3, pages 37-39.

Social Relationships Checklist

	I can:	I want to learn how to:
work with two friends		
work by myself		
play games by myself		
play games with my friends		
be the leader in games		
play games with my brothers and sisters		
play games with my parents		

The things I like to do with my family are:_____

_____

The things I like to do with my friends are:_____

_____

Before this year is over, I want to get along better with:_____

_____

I will try to get along better by:_____

_____

UNFINISHED "PROBLEM SOLVING" STORY

OBJECTIVES

Students will:

- Experience handling problem-solving situations.
- Discover some answers to solving personal and social problems.
- Identify accepted and recommended ways of making friends.

MATERIALS

Writing paper and/or drawing materials.

DESCRIPTION OF ACTIVITY

1. The unfinished story included in this activity is to stimulate class discussion with the purpose of creating a climate in which students feel free to create, report and experience problem solving first hand. The story is intended for a "likely" age span yet any of these stories from the guide can be adapted for any elementary age group.

2. Begin activity by stating topic and reviewing discussion rules, then, select one of the discussion strategies described earlier.

3. Read the story and end with the question: "What should Carol do?"

4. Using pictures from magazines, etc. can add a creative setting to the story. Also, students can draw solutions to the problem in the story. This is a great way to evaluate student comprehension of the problem-solving process.

5. Have students role play the following situations:

   a. On entering intermediate school--ways to make or not to make new friends.

   b. A family picnic or dinner--how to befriend a distant relative a little younger (older) who is a stranger to you. (Let students devise others.)

6. Have students interview an adult family member. Ask about one or two of his/her best friends; how did he/she meet them; how old or long ago was it when they became friends; what has the friendship meant to him/her.

Carol's Problem

Carol McCormick walked slowly across the playground toward the entrance of Kapuna Elementary School, as the recess bell rang ending her lonely play. Oh, how she wished they had never moved from the mainland! The children here were so unfriendly - none of the girls in her room had said anything more that "Hi" to her, and it didn't look as though anyone would.

Back at Ramada Elementary School, California, she and her best friend Ellen, had been a welcome part of everything that went on in fourth, fifth and sixth grade. She missed Ellen badly, but even more she missed the warm, comfortable feeling that everyone liked her. Here at Kapuna, she might as well be invisible.

Just ahead of her walking back to class was Pat Muniz, who sat across the aisle. Pat was the most popular girl in Mrs. Lau's room, and if she liked you, your troubles were over. If she didn't - well, too bad for you. In Carol's mind there developed a delightful picture of herself walking arm-in-arm with Pat. They would be whispering together, and laughing together, and all the other girls would see that Carol was fun, and they'd ask her to play after school. and...and...

Suddenly Carol saw Pat pull a paper - it looked like a page from a book - from her skirt pocket and push it down into the center of the half-filled trash can that stood just outside the building. Pat looked quickly around. When she saw Carol, she looked embarrassed and she ran ahead into the classroom.

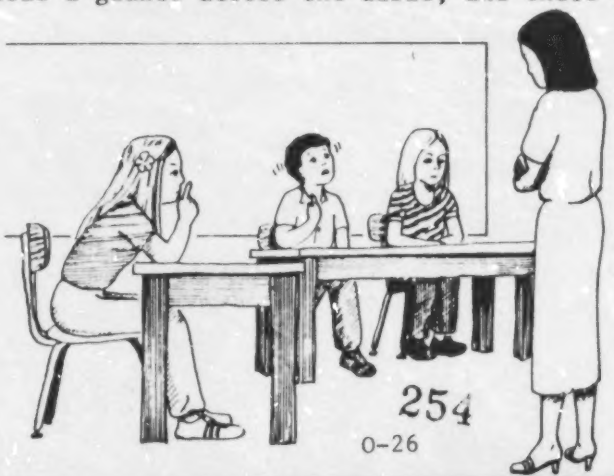
Mrs. Lau was really upset that afternoon when she opened the atlas to refer to something on the detailed map of Hawaii and found half the page missing. "Nelson, you were the last one to use the atlas. What happened to this map? "

The more Nelson said he didn't know anything about it, the more exasperated Mrs. Lau became. Finally, she said, "We won't waste any more class time talking about this now, young man; we'll continue the discussion after three o'clock".

Nelson was always having to stay after. He was noisy, and he pushed people; only yesterday he had made Carol fall at recess. This time he'd get sent to the principal for sure! It served him right.

But suddenly Carol remembered - Pat had been the first to use the atlas that morning. She must have torn it accidentally, and then thrown the page into the trash so that no one would know. Carol stole a glance across the aisle, and there was Pat signaling, "Don't tell!"

WHAT SHOULD CAROL DO?



**HOW DO WE EXPRESS SADNESS?

OBJECTIVES

Students will:

- Recognize how emotions and stress influence behavior.
- Learn that there are acceptable and unacceptable ways to express emotions.

MATERIALS

Worksheet, pencils.

DESCRIPTION OF ACTIVITY

1. Display the picture of the girl holding the dead cat. Ask the students to respond to the following questions:

   a. What is happening in the picture?

   b. How do you think the girl is feeling?

   c. What are some ways she might show her feelings?

   d. Have you ever felt that way? When? What were some of the ways you showed you feelings?

   e. Do you think it's all right for people to cry when they are sad? Why? Why not?

   f. Did you share your feelings with anyone else or did you keep your feelings inside?

   g. How do you feel when you see someone else crying because they have had a death in the family? What do you usually do when you know that they are sad?

   h. What are some things that you might do to help another person express his sadness?

2. Define and discuss these words: mourning, weeping, compassion, wake, empathy, sympathy, funeral, etc.

3. Encourage the students to talk about their experiences with death and separation. Watch for opportunities to clarify misconceptions about burial, mourning, and weeping customs.

**Taken from Foundation Program: Career Education and Guidance Guide, Grades K-3, Pages 97-99.

SADNESS

Level II
Section VII

Health values and their influence on health behavior

Incorporates portions of Concept 8, "Utilization of Health Information, Products, and Services is Guided by Values and Perceptions" of the School Health Education Study, copyrighted by the Minnesota Mining and Manufacturing Company.

Suggested for use in grade six.

SECTION VII - HEALTH VALUES AND THEIR INFLUENCE ON HEALTH BEHAVIOR

INTRODUCTION

Throughout the Guide, reference has been made to the effect of values on decisions about one's health. This section delves more into how specific influences and values shape our health behaviors.

RELATED OBJECTIVES

1. Foundation Program Objective V

   - Develop physical and emotional health

2. Student Performance Expectation for FPO V - Grade 6

   - Cites examples of harm that can result from self-diagnosis, self-medication and unwise use of drugs and medicines

3. Health Objectives

   - Is aware that emotions, family patterns, and values influence selection and use of health information, products, and services.

   - Compares and contrasts health information, products, and services.

   - Identifies different kinds of medical, dental, and health related specialists and their role in health services.

   - Cites examples of agencies, groups, laws, and standards that protect the health consumer.

   - Applies the knowledge that harm can result from self-diagnosis, self-medication, and the unwise use of drugs, medicines, devices, cosmetics, and dietary supplements.

VALUES AND DRUGS

OBJECTIVE

Students will:

- Understand the meaning and inter-relationship of intellect, emotion, and values.

MATERIALS

Dictionary, film, filmstrips, video.

DESCRIPTION OF ACTIVITY

1. Introduce dictionary study and discussion on meaning of intellect, emotions, values.

2. Develop examples of health practice which show when intellect should be used but is not (e.g., cigarette smoking, speeding on highways, overeating, etc.). Examples can be taken from various health and safety measures of current interest and understanding of student.

3. Analyze reasons for not applying what is known about human emotions; list, transposing student descriptions into emotional needs and values.

4. Show film, filmstrip or other audio-visual aid to clarify emotional needs and their influence on human behavior. (ETV series "Inside/Out" programs stress influence of feelings on behavior.)

DRUG DANGERS

OBJECTIVES

Students will:

- State purpose of prescription drugs which are recommended and intended for individual ailments and should not be used by others.
- Recognize that mixing medicines and substances can be not only dangerous but deadly. This is called multiple prescription drug use.

MATERIALS

Cake ingredients, audio-visual aids.

DESCRIPTION OF ACTIVITY

1. Use a recipe for a cake for understanding the relationship between prescription amounts and the individual need. Demonstrate the necessity for proper amounts of ingredients by omitting an item or using an insufficient quantity of an item then add one or more items.
2. Compare too little or too much of an item with the recipe demonstration. Hypothesize the effect of too much or not enough of a drug (medicine) needed for health.
3. Discuss and analyze reasons for poly drug use from incidents reported in media. Determine results.
4. Invite a speaker or use an audio-visual aid explaining some of the known effects of multiple drug use.

Notes to Teacher	One of the serious aspects of drug abuse is the mixing of substances which produces an unpredictable reaction rather than a straight combination of reactions. For example, combining alcohol and barbiturates sometimes results in death, and certain drugs should not be taken with milk or on an empty stomach. Reference: The American Medical Association strongly suggests that teachers and students communicate concerns and questions to care givers and pharmacists.

FADS, QUACKS, AND CONS

OBJECTIVES

Students will:

- Identify health related professions and the various specializations that help protect the consumer.
- Be aware of how the public has been gullible throughout the history of medicine and health to the emotional appeal of the quack, health salesperson, medicine man and health cultist.

DESCRIPTION OF ACTIVITY

1. Invite a physician, dentist, acupuncturist, pharmacist, reflexologist, and/or herbalist to describe the education and training (residency, internship) necessary to achieve professional practice status. Also describe safeguards for public such as licensing procedures. Question and answer period to bring out ways to distinguish ethical from unethical practitioners.

2. Direct question and answer period towards stimulating interest in health careers, and possible new careers.

3. Determine present status of supply of needed health professionals.

4. Have students find the definitions of these words: the gullible, the quack, the huckster, the cultist. Have students use these works in descriptive paragraphs.

   Most common victims of quacks and hucksters are persons or relatives of persons with an incurable disease such as arthritis, or an incurable stage of a disease such as cancer which has metastasized. The Office of the Consumer Protector, the Department of Health, and the Department of Regulatory Agencies can serve as resources for this unit.

Notes to Teacher	As this can be such a broad subject, consideration should be limited primarily to those professions with whom students have direct contact.

ADS APPEAL

OBJECTIVES

Students will:

- Recognize ways in which education for health of the consumer includes three areas of concern: health information, products and services.
- Describe how family, friends and others influence personal selection and use of health information, products and services.
- Recognize the emotional influence of advertising and mass media.

DESCRIPTION OF ACTIVITY

1. Compare and contrast the different types and appeals used through: examples of factual brochures on health subjects; the use of advertisements in magazines or newspapers.
2. Ask students to analyze TV commercials of products for "headache" and to "make you look younger"; or food and beverage commercials as a homework assignment.
3. Have students prepare and present a one to five minute drama to encourage the use of a health service or product such as immunizations, nutritious food and soap for handwashing. Each group member is to participate and have a speaking part.
4. Compare advertising for vitamin products and nutritional supplements:
   a. What audience is; and to whom directed.
   b. What is stated message.

CULTURAL HEALING

OBJECTIVE

Students will:

- Identify some of the religious beliefs, customs, and values among ethnic groups in Hawaii which influence the choice of health products and services.

MATERIALS

References, writing paper, pencils.

DESCRIPTION OF ACTIVITY

1. Assign each student a report on one or more "home remedies" and the health condition or situation it is used for. It may help to have students inquire into certain remedies used or applied during: pregnancy, childbirth and afterbirth; illness of the stomach, head, chest, etc.; cuts or burns. Information may be obtained from adult family members and friends, the family physician or nurse of the physician. Insofar as possible, have reports include the degree of effectiveness of the custom practiced.

2. Invite, as an alternate, resource speakers knowledgeable in this area to meet with the class. Hawaiian plant specialists, physicians, public health nurses, other nurses, social agency personnel may be possible participants.

Level II
Section VIII

drug education--

alternatives to substance abuse

Incorporates portions of Concept 9, "Use of Substances That Modify Mood and Behavior Arises from a Variety of Motivations" of the School Health Education Study, copyrighted by the Minnesota Mining and Manufacturing Company.

Suggested for use in grade six.

SECTION VIII - DRUG EDUCATION -- ALTERNATIVES TO SUBSTANCE ABUSE

INTRODUCTION

This section is aimed at demonstrating the movement of the 5th grade student in the development of self-concept, decision-making and problem-solving skills as well as valuable health practices as they relate to smoking, drinking, drug taking and the use of other substances that block one from being physically and emotionally healthy.

RELATED OBJECTIVES

1. Foundation Program Objectives

   I. Develop basic skills for learning and effective communication with others.

   II. Develop positive self-concept.

   III. Develop decision-making and problem-solving skills.

   V. Develop physical and emotional health.

   VII. Develop continually growing philosophy that reflects responsibility to self, as well as to others.

2. Student Performance Expectations for Grade 6

   FPO I

   - Gives and responds to oral directions, descriptions, non-verbal messages, and common visual symbols.
   - Contributes to the completion of a prescribed group task through the use of oral discussion.
   - Adapts speech to informal and formal situations within the experiences of the student.
   - Identifies a problem through the use of discussion and questioning techniques.
   - Uses appropriate information in solving a problem in group discussion.

   FPO II

   - Describes one's personality traits.
   - Describes personal experiences that contribute to feelings of self-worth.
   - Explains how peers can influence changes in one's behavior and feelings of self-worth.

FPO III

- Asks appropriate questions to identify and clarify a problem and determines the information needed to solve the problem.

- Applies the problem-solving process to an independent project (health as it relates to drugs, alcohol, tobacco, etc.)

- Identifies possible alternatives based on information gathered.

FPO V

- Describes ways people can handle emotions constructively.

- Identifies the qualities of a physically fit individual.

- Selects appropriate activities to raise own level of physical fitness.

- Describes reasons for maintaining personal health practices.

- Relates the effects of personal health practices to one's physical and emotional well-being.

- Describes some of the effects of substances used by people to modify emotions and behaviors.

- Describes the various effects and possible consequences of the use of substances that modify emotions and behavior.

- Identifies reasons why some individuals become regular users of various substances and others do not.

FPO VII

- Listens and accepts opinions of others in group discussions.

- Explains a viewpoint other than their own.

- Explains the relationship between rules of conduct and one's responsibility to self and others.

- Describes and accepts ways in which cultural differences may be appreciated.

3. Health Objectives

- Identifies different emotions and ways they are expressed.

- Describes feeling well and some symptoms of physical and mental illness.

- Explains desirable health practices and their value to maintain one's health.

- Describes ways substances are used to modify emotions and behavior.

- Describes the range of substances used by man to modify mood and behavior.

- Differentiates among controls on purchase, possession, and use of substances that modify mood and behavior.

- Illustrates how, when, and where certain mood and behavior modifying substances are used for dietary, ceremonial, social, pain-relieving, and other reasons.

- Discusses why certain mood and behavior modifying substances are used rather commonly and others only under special circumstances.

4. Related Objectives/Performance Expectations

Career Education

- Identifies personal values which motivate participation in group activities.

- Describes the individual's responsibility in group work to accomplish tasks.

Guidance

- Understands how attitudes and behavior may be changed as a result of peer and other social influences.

- Discriminates between constructive and destructive ways of expressing emotions.

Social Studies

- Demonstrates social behavior which encourages acceptance by others.

- Describes reasons why personal behaviors are acceptable or not acceptable.

- Distinguishes between relevant and irrelevant data when reviewing information for solving a social problem (i.e. substance abuse).

POLY-DRUGS?

OBJECTIVE

Students will:

- Describe the ways some drugs used together have a more damaging, even deadly effect, than the combination should cause. (This is called poly-drug use. The combination of alcohol and barbiturates, for example, has caused many deaths, including those of noted entertainers.)

DESCRIPTION OF ACTIVITY

1. Have students study, or review if covered previously, the beneficial and life sustaining measures provided by prescribed drugs. For example:

   a. Insulin for diabetes

   b. Penicillin and sulfanylomides for infections

   c. Digitalis and other drugs for heart disease patients

2. Study, through reference material, the physiological effects of combinations of drugs including cigarettes, alcohol, barbituates.

MOOD MODIFYING

OBJECTIVES

Students will:

- Describe the range of substances used by man to modify mood and behavior.
- Recognize that most persons, as individuals or as members of certain groups, have feelings of discontent about themselves at certain times and would like to change their mood or the ways they are acting; or that they may be curious about how different substances may affect them.
- Recognize certain substances that are taken into the body (usually through the mouth) are used by many people to help modify mood and behavior.

MATERIALS

Transparencies, newsprint, markers, records or tapes.

DESCRIPTION OF ACTIVITY

1. Divide class into groups and give each group five blank transparencies or a large newsprint tablet. Have them name or draw a picture of five moods and with each have them list ways each mood could be changed. Each group makes class presentation on their moods. Other groups having the same mood or feeling contribute additional reasons. Make master lists and distribute.
2. Have each student select an unpleasant feeling or mood which he/she sometimes experiences and then list five positive ways he/she might change that feeling and five negative ways of changing the mood. Then group each by whether the method for change listed is a "substance" or in "activity."
3. Play different types of music; have students identify the mood it creates in them. Then discuss the ways music may be helpful to mood expression or change.

Notes to Teacher	Special units of study about cigarette smoking and alcohol abuse are available from voluntary health agencies and the Department of Health. Contact the agencies directly for assistance.

CONTROLS ARE ON!

OBJECTIVE

Students will:

- Differentiate among controls on purchase , possession and use of substances that modify mood and behavior.

  (Controls may be for personal, family, religious or legal reasons.)

  (Controls on purchase, possession and use vary for substance, age of individuals involved, and location. Emphasize cigarettes, alcohol, inhalants and marijuana.)

DESCRIPTION OF ACTIVITY

1. Differentiate types of controls through examples of substances which apply, by a check list or group discussion, e.g., coffee has no legal restrictions but may have personal, family, or religious controls.

Substance	Personal	Family	Religious	Legal (Law, Regulations, Ordinance)

2. Group controls by personal and family reasons, e.g., dislike, disapproval, fear of injuring health, no desire, unavailable, etc.

3. Apply decision-making process to personal determination of use or non-use of any substance.

4. Analyze nature and type of controls in Hawaii on purchase, possession and use of:

   a. Beverages containing alcohol (legal sale and use at age 18).

   b. Cigarettes (legal sale at age 15).

   c. Inhalants (volatile organic substances covered under

City and County ordinance).

d. Marijuana

e. Prescription items

f. Non-prescription items

***ROLE PLAYING MODULE

OBJECTIVE

Students will:

- Demonstrate their social skills in a group by preparing and presenting to each other some skits based on typical situations that people face in life; situations that call for getting the facts, thinking about values, and the whole process of decision-making as it relates to substance abuse.

DESCRIPTION OF ACTIVITY

1. Use (in your own words) the following to introduce lesson format:

   We have completed the unit as outlined on our first day. It is usually at this point that you take a written test to see how much you've learned. We are not going to have a test. We're going to take the time instead to divide into four groups and prepare and present to each other some skits based on typical situations that people face in life; situations that call for getting the facts, thinking about values, and making decisions. This is your chance to become writer, actor, director, producer, audience. It will be each groups job to plan and present a skit. After each skit we'll all discuss what happened, what alternative might have been chosen, what you might have decided to do under the same circumstances. In order to prepare your skit you will need to follow the decision-making steps - one of your group needs to act as secretary and together you come to a decision and write down how you handle steps 1 through 6. This is done in short sentence form. You will need to use the fact sheets on tobacco, alcohol, and marijuana which you have in your packets. You will take the situation given to you, decide who the main characters will be and what they will do and say. Each skit must include at least the following:

   a. At least 3 (preferably more) facts relevant to the decision must be used in each skit.

   b. At least 1 effect of the choice on him/herself that a character makes must be made clear.

   c. At least 1 effect of the choice on others must be shown.

2. Use "Kelly's Decision" from the American Cancer Society's "Health Networks Kit as an example of how your skit could work. (Teacher could have three students act it out to get the feeling of doing a familiar scene in front of the class.)

3. The following role playing situations will be distributed to the class:

   (see attached 5 situation worksheets)

4. You will have just 30 minutes to get your skit ready to present. Use the first 20 minutes to plan it and the second 10 minutes to rehearse. See how well you can organize yourselves to get the job done.

5. It has been found in the pilot program that video taping both the preparation activities and the skits themselves has been a highly motivating activity. By replaying the video tape, the information given in the skits is reinforced and the students are able to discuss the strengths and weaknesses of the production. Using video with the students enhances their self-image greatly and has proven to be a very positive experience. If time allows, it is a great opportunity for each child to get "on stage" through any kind of movement activity: e.g. walking, dancing, making faces like a monster, etc. Suggest movements which will give students the opportunity to draw on their creativity and visualization abilities. Such activities lay the groundwork for divergent thinking and problem-solving.

6. It is very helpful if there are at least two adults available to help the groups with their skits - the teacher and a volunteer parent or teacher aide. Perhaps an older studen or students could be drawn into such an activity. It would not only benefit the younger students but would be an excellent experience to help reenforce the decision-making process and drug knowledge with the older students.

***This module is from the March of Dimes, Kona Education Project - a Health Risk Reduction Project under the Health Promotion and Education Office, Department of Health, State of Hawaii.

March of Dimes
Kona Education Project

Name_____

Date:_____

Grade:_____

School:_____

MAKING CHOICES

#1 Situation: Moana is a 26 year old woman
Angie is her 22 year old pregnant sister.

Angie is getting ready to go to a party where she plans to drink all she wants and have a good old time. She also smokes about a pack of cigarettes a day.

1. What choices could Angie make, and how would each choice affect her and others?

Choice A:

How it would affect Angie and others:

Choice B:

Affect who and how?

Choice C:

Affect who and how?

2. What facts does she need to look at?
List 3 ways that alcohol affects adults:

1.

2.

3.

Situation #1, question 2 (cont.)

List 3 ways that smoking affects adults:

1.

2.

3.

List 2 ways that alcohol could affect unborn babies:

1.

2.

3. What do you think Angie's decision should be?

March of Dimes
Kona Education Project

Name:_____

Date:_____

Grade:_____

School:_____

MAKING CHOICES

#3 Situation:

A group of 6th graders are standing around talking during the noon hour. Jack lights a joint and passes it around. Several of the students haven't smoked pakalolo before and they don't know what to do.

1. What choices could the students make?

Choice A:

How would it affect themselves and others?

Choice B:

Affects who and how?

Choice C:

Affects who and how?

2. What facts do the students need to consider?

How does pakalolo affect learning?

Is all pakalolo the same strength?

What are the legal dangers of smoking pakalolo?

Is school a good time and place?

3. What would you tell the boys to do? Please answer on the back of this paper

March of Dimes
Kona Education Project

Name:_____

Date:_____

Grade:_____

School:_____

MAKING CHOICES

#4 Situation

A group of high school students on the swim team are relaxing after practice. Albert and Janet light up cigarettes, even though the swim team isn't supposed to smoke. The other members of the team try to convince them not to smoke.

1. What choices do Albert and Janet have?

ChoiceA:

How would it affect themselves and others?

Choice B:

Affect who and how?

Choice C:

Affect who and how?

2. What facts do they need to consider?

What are 3 ways smoking could make it harder to be a good swimmer?

How might smoking affect their health in the future?

What are two kinds of pressure on teenagers to smoke?

What do you think Albert and Janet should Do? Please answer on back

March of Dimes
Kona Education Project

Name:_____

Date:_____

Grade:_____

School:_____

MAKING CHOICES

#5 Situation

Kim and Paula are babysitting for the Dinson's. Some of their friends stop by and say they should drink some beer that's in the refrigerator.

1. What choices could Kim and Paula make?

Choice A:

How could it affect themselves and others?

Choice B:

Affect who and how?

Choice C:

Affect who and how?

2. What facts do Kim and Paula need to consider?
What is their responsibility to the child and the child's parents?

What are some ways they might act if they drink the beer?

What are 3 ways alcohol affects the body if abused?

Would it be better for the girls to have a glass of wine, or a beer, or none?

If they drank 4 beers, how long would it take their livers to get rid of the alcohol?

3. What do you think Kim and Paula should do?
What are the girls' responsibilities to themselves regarding alcohol?
(e.g. driving home under the influence of alcohol, aggressive behavior, etc.)

Level II
Section IX

conflicts in applying personal health practices

Incorporates portions of Concept 7, "Personal Health Practices are Affected by a Complexity of Forces, Often Conflicting" of the School Health Education Study, copyrighted by the Minnesota Mining and Manufacturing Company.

Suggested for use in grade six.

SECTION IX - CONFLICTS IN APPLYING PERSONAL HEALTH PRACTICES

INTRODUCTION

The final, and culminating section of this Guide, is on wellness and maintaining personal health through healthy habits. It is very important to stress that these practices begin early and are carried through a lifetime.

RELATED OBJECTIVES

1. Foundation Program Objective V

   - Develop physical and emotional health

2. Student Performance Expectations for FPO V Grade 6

   - Relates the effects of personal health practices to one's physical and emotional well-being.

   - Executes body movements efficiently in physical activities.

   - Identifies the qualities of a physically fit individual.

   - Participates in various physical activities with emphasis on physical fitness.

   - Selects appropriate activities to raise own level of physical fitness.

   - Describes reasons for maintaining personal health practices.

3. Health Objectives

   - Describes food nutrients and their functions as they relate to health.

   - Develops acceptable criteria for food selection and patterns of eating.

   - Cites examples of social and emotional influences on nutritional behavior.

   - Relates different eating patterns to circumstances of living.

HEALTHY HABITS

OBJECTIVES

Students will:

- Recognize the balance which must be achieved between sleep, rest and activity.
- Recognize factors affecting physical exercise, rest and sleep.
- Identify other health practices which are affected by an individual's choices.

DESCRIPTION OF ACTIVITY

1. Discuss meaning of balance through a diagram of balances (see-saw, scale) to analyze what effect excesses of one area (sleep, diet, activity) have on balance of others.
2. Analyze the balance of activity during a school day through a circle clock.
3. Compare balance of a school day with a Saturday or Sunday.
4. Role play, by groups, situations depicting choices available affecting exercise, diet and sleep. Students may prepare own situation with guidelines of what is to be included.
5. Through visual aid or resource person, review the need for handwashing and body cleanliness to prevent spread of disease.
6. Stress hair and skin cleanliness to prevent or minimize sores and other skin problems. (Head lice or ukus can be included here if they are a common problem, but in the 2nd grade it has been described fully.)

WHY DO I DO IT?

OBJECTIVE

Students will:

- Identify conflicting forces affecting personal health practices.
- Recognize conflicts which may arise within the family including influence of older brothers and sisters.
- Recognize conflicting forces which friends may present to do or not to do something which influences a health practice. ("I Dare You" from "Inside/Out" ETV series is related to this objective.)

DESCRIPTION OF ACTIVITY

1. Establish basic understanding of what is a "conflicting force." Examples may be taken from current events such as a family that grows and uses marijuana and the child who learns of the health hazards from marijuana smoking; or a child who learns of the risks of smoking in the health class and goes home to tell his/her parents who smoke of the danger to their lungs.
2. Personalize conflicts to students in class and reasons for conflicts by using role-playing or examples from educational television series such as "Inside/Out" or "Self Incorporated", especially "I Dare You" from "Inside/Out" series. Some other family situations to role play are: a child who learns about the dangers of drinking and driving, who has an alcoholic parent who drives him/her home everyday; a child who learns about fire hazards and knows how unsafe his home is.
3. Analyze peer influence to smoke or not to smoke as this is an age where cigarette smoking begins to appeal to some students. Discuss: "Must we always go along with the gang?" "What if your friends are smoking and they ask you to join them in smoking a joint?" "How do you feel about older brothers and/or sisters who smoke cigarettes?" "What should a younger brother or sister do about an older brother or sister who takes drugs?" "What should you do if your older brother or sister tells you to steal some money to buy some wine?"

FEELING WELL

OBJECTIVES

Students will:

- Recognize the meaning of well-being or wellness.
- Recognize degree of personal control in contributing to wellness; a combination of personal-family control; community control.

MATERIALS

Chart paper, markers.

DESCRIPTION OF ACTIVITY

1. Have students describe their feeling sick and times of feeling well. Compare and contrast these feelings. (See pg. N-8 for wellness.)

2. List and group factors contributing to sickness and contributing to wellness. Ask students to share what caused them to feel sick or well. Teacher may share personal experience to facilitate student participation in discussion.

3. Analyze degree to which personal control is necessary to achieve wellness from prior grouping of factors contributing to wellness. Ask studetns to clarify which factors cited previously are under their personal control.

4. Role-play situations showing personal control of health practices which contribute to wellness.

   a. Jogging with a friend.
   b. Joining in the school bicycle safety program.
   c. Choosing between finishing homework assignment or watching a t.v. show.
   d. Choosing between buying a candy bar or a mango.

APPENDICES

SAMPLE

Kindergarten

(L E T T E R H E A D)

Date

Dear Parent:

Congratulations on your child's first year in school! I want to take this opportunity to introduce you to the health program and what may be expected of your child at this age.

The five-year-old:

usually likes to work and play in small groups,
often shifts from one group to another,
thrives in the "here and now",
learns from first-hand experiences,
learns through play,
is not ready to sit at a table or in a circle for long periods of time,
likes to run and play actively, with good coordination.

In kindergarten we will study two health concepts:

1. Who Am I?

   To promote self-understanding and positive self-concept in your child.

2. My Family and I

   To help your child to develop understanding of his/her part in the family and how the child's identity is developed.

We thank you for your interest and look forward to working with you for the health of the child.

Sincerely,

Teacher

SAMPLE

First Grade

(L E T T E R H E A D)

Date

Dear Parent:

Your child is growing so quickly now. This year in the health program we will be studying:

1. Personal Responsibility for Health

   The basics of hygiene and health habits based on learning decision-making processes.

2. How Some People Cope with Moods

   The use of substances such as ice cream, candy, aspirin, etc. that appear to make people happier or relieve pain. Beginning drug education.

You can expect your six-year old to:

enjoy group play,
develop permanent teeth,
be more agressive than four- and five-year olds,
enjoy competition and show more responsibility,
regress if required to perform mental or physical tasks beyond his/her maturity,
have a short interest span,
be interested in dramatic play.

Please feel free to contact me if you have any questions about our health program.

Sincerely,

Teacher

SAMPLE

Second Grade

(L E T T E R H E A D)

Date

Dear Parent:

This year in the health program we will be studying:

1. Eating Right for Living Well (the basics of nutrition and healthy diets)

2. My Role as Part of a Community and Community Health

3. How My Environment and My Behavior Affect my Health and Safety (with emphasis on accident prevention)

While there is no "average" or "typical" child of seven, certain characteristics of seven-year-olds which seem to predominate are described here.

The seven-year-old:

worries about own place in the group; competition develops,
is eager to please, to cooperate with others and to do things well,
listens to and shares ideas with others (may be considered "talkative")
tends to exaggerate,
is becoming concerned about right and wrong,
is beginning to assume responsibility for the care of clothes,
is developing control of the fine muscles,
is unable to sit still for extended periods of time.

Please feel free to contact me if you have any questions about our health program.

Sincerely

Teacher

SAMPLE

Third Grade

(L E T T E R H E A D)

Date

Dear Parent:

This year in school can be a most rewarding one. I want to take this opportunity to introduce you to the health program and what may be expected of your child at this age. While there is no "typical" child, certain characteristics which seem to predominate are described below.

The eight-year-old usually:

enjoys group activity,
accepts simple rules and directions,
grows in awareness of time (past and present)
expresses sense of humor in riddles, jokes, etc.,
places, manipulates, throws, and catches objects easily,
has boundless energy and good appetite,
finds it difficult to accept criticism; sets high standards,
worries about opinions of others,
likes to collect objects.

In grade three we will study three health concepts:

1. (Continuation of) How My Environment and My Behavior Affect My Health and Safety (with emphasis on communicable diseases)

2. Why People Do or Do Not Use Coffee, Tea, Tobacco and Alcohol

3. Life Continues (Family life and understanding of birth)

We thank you for your interest and look forward to working with you for the health and happiness of your child.

Sincerely,

Teacher

SAMPLE

Fourth Grade

(L E T T E R H E A D)

Date

Dear Parent:

Congratulations on your child's progress in school! I want to take this opportunity to introduce you to the health program and what may be expected of your child at this age, although there is no "fixed" age at which these characteristics appear.

The nine-year-old usually:

is very curious and wants to know about his/her body,
looks for excitement,
wants to perform physical tasks,
is on the threshold of "hero worship"
is imitative; copies adult role model,
reads stories with emotional impact,
is more interested in group success than individual achievement,
cooperates in peer projects,
enjoys being a member of a club; seeks friends.

In the fourth grade we will study three health concepts:

1. Growth and Development (For self-understanding)

2. Safety and Environment

3. Community Health and Health Career Awareness

We thank you for your interest and look forward to working with you for the health and happiness of your child.

Sincerely,

Teacher

SAMPLE

Fifth Grade

(L E T T E R H E A D)

Date

Dear Parent:

I am happy to have your child in my class. This year in the health program we will be studying:

1. Foods for Health

   (Physical, emotional and social factors which influence eating practices, health and wise buying).

2. Disease and Environment

   (Prevention, control, treatment and rehabilitation)

3. Family Relationships and Health; Peer Relationships; Puberty and Reproduction

You can expect your ten-year-old:

to be generally easygoing,
to cry very seldom
to become angry, not frequently, but immediately and violently,
to express practical jokes and punning, but generally not be funny to adults,
to not usually mind being left alone, if in the light,
to find it difficult to repeat jokes correctly, and miss the point of many jokes,
to find much happiness in simple things,
to not be interested in competition,
to sometimes like to excel in sports, but not in classroom lessons,
to admit some feelings of jealousy, mainly of the possession of others,
to cry sometimes when feelings are hurt,
to be awkward due to rapid growth and to appear "lazy" because of need for rest.

Please feel free to contact me if you have any questions about our program.

Sincerely,

Teacher 239

SAMPLE

Sixth Grade

(L E T T E R H E A D)

Date

Dear Parent:

Congratulations on your child's sixth grade year in school! I want to take this opportunity to introduce you the the health program and what may be expected of your child at this age.

The eleven-year-old usually:

tends to act proudly, selfishly, belligerently, argue uncooperatively with parents,
tends to act politely, factually, seriously, honestly with other adults,
responds to anger frequently, violently, physically,
thinks of the self as happy, yet has many fears and tears,
fears being left alone in the dark, yets denies being afraid of the dark,
laughs at misbehavior in school,
enjoys comics, "funnies," and television comedies,
feels sadness deeply,
is highly competitive,
feels jealous of siblings,
likes to take revenge,
fights back when feelings are hurt.

The twelve-year-old often:

tends to be outgoing, enthusiastic, very generous,
is relatively uncomplicated; has more fears, fewer feelings of jealousy; cries less,
deals with others and can be dealt with, through humor, which is now funny to adults,
tends to fear being alone or out in the dark; also fears high places,
has a pronounced interest in sex, smutty jokes, smoking, drugs, and alcohol,
occasionally has feelings of sadness,
enjoys team sports.

We will be studying Health Values, Health Practices and Drug Education. Thank you for your interest. I look forward to working with you for the health and happiness of your child.

Sincerely,

Teacher

SAMPLE

(L E T T E R H E A D)

Date

Dear Parent/Guardian:

Your child is scheduled to view a program by (give title, speaker or organization). It is a part of the health education class. on

This is a . . . . . (describe the content or purpose of the activity. Also, the duration - how many sessions?).

If you do not wish to have your child participate in this/these lesson(s), please send a note or call us at (school phone number) as soon as possible, so that we may plan an appropriate alternate learning activity for your child.

Sincerely,

(Principal's Signature)
Principal

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